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ABSTRACT

Designed for use by school and community groups, this kit is divided into three parts. The "Source Book," the core of the program, provides background information on Gandhi, details on the links between Mahatma Gandhi and UNICEF, and a comprehensive bibliography to facilitate further research. Separate one-page readings relate Gandhi's views on health, sanitation, nutrition, women, education, technology, and community to UNICEF case studies. Additional short readings focus on Gandhi's philosophy of nonviolence, women's rights, and UNICEF activities in Pakistan, India, and Bangladesh. An activity guide and accompanying activity sheets complement the sourcebook and offer specific suggestions for organizing and executing group activities. Examples of activities are role plays, hunger awareness exercises, family activities, riddles and puzzles, an international festival, and a feast or famine banquet. Additional information sheets include tips on organizing workshops, recipes for foods of India, an eight-page reading which places Gandhi's life in the context of world events, and a program questionnaire. (LP)

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GANDHI

Indian Ministry of Information and Broadcasting

SO 015 651

A U.S. Committee for UNICEF Educational Awareness Program

GANDHI

Source Book

Source Book

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A Spirit for Our Time: Mahatma Gandhi

The U.S. Committee for UNICEF (the United Nations Children's Fund), in cooperation with Columbia Pictures, is sponsoring a major Educational Awareness Program based on the life and teachings of Mahatma Gandhi. Richard Attenborough's epic film *Gandhi* was released by Columbia Pictures in December of 1982, with the U.S. Committee as beneficiary of premiere fund-raisers in New York, Washington, D.C., Los Angeles, Chicago, San Francisco, Atlanta, and Houston. Proceeds were directed toward the type of development projects Gandhi himself advocated in India, Pakistan, Bangladesh, and other countries.

Through its Educational Awareness Program, the U.S. Committee hopes to reaffirm—and renew—the goal of peace for which Gandhi stood.

When one generation departs, another takes its place and extends the achievements of the past. Three years before Gandhi's death in 1948, the United Nations was formed in the hope that the ideal of world peace could become a reality and that "future generations would be saved the scourge of war." The United Nations Children's Fund was established shortly thereafter to work on behalf of future generations. Since that time it has helped millions of children achieve their potential through assistance to government programs in maternal and child health, nutrition, education, social services, and community development. The goal of peace for which Gandhi stood and to which the United Nations and UNICEF owe their existence is still very much alive today.

That Gandhi's life and mind have permeated international peace movements of all kinds is apparent with little reflection. Yet UNICEF itself is today rediscovering the profound impact that Gandhi has had on contemporary thinking in social development and health orientation. Gandhi's philosophy closely coincides with UNICEF's own that development is an important process by which people can gain a mastery over their own lives. Yet the idea that the people themselves must initiate and carry out the process is crucial to this goal. UNICEF-assisted projects therefore stress individual and group self-reliance, community participation, and the adaptation of local skills to local needs. The parallels between Gandhi's philosophy and the work of the Children's Fund will become clear and meaningful with the continued support of people like yourselves.

The U.S. Committee for UNICEF joins you—and the many others—who are keeping alive the spirit of Gandhi for our time. ■

UNICEF photo

GANDHI: A Brief Biography

Over a hundred years ago, in 1869, a boy was born to a humble family in the small village of Porbandar on India's west coast. To the people of India, Mohandas Karamchand Gandhi was their Mahatma—"Great Soul" or "Holy One"—and the father of their country. To the rest of the world, Gandhi was a quixotic idealist who led his country in a successful revolution against the mightiest empire in history—without the use of a single weapon.

As a child he gave little indication that he would become one of the most powerful men of the 20th century. His father, a public figure, had once been jailed for refusing to apologize to a British official whom he had rebuked. Gandhi's mother, a deeply religious Hindu, did much to shape her son's life by cherishing nonviolence as her highest mode of religious expression and practicing fasting, as well as by renouncing the value of material possessions.

Shy and extremely sensitive, Gandhi had some trouble with his studies—especially the ancient Indian language of Sanskrit, which he found difficult, and mathematics, which he found almost impossible. At the age of 13, his parents arranged for him to marry a girl his own age named Kasturbai. Gandhi was an immature, jealous, and domineering husband, but his bride had a sweet, though independent, disposition. In later life, Gandhi claimed that it was through her gentle example that he developed his philosophy of nonviolent dedication to truth and love.

When Gandhi was 18, he set out to study law in England, having promised to abstain from meat and liquor and to remain celibate. Within three years he had become a lawyer.

South Africa

Gandhi returned briefly to India but left almost immediately for South Africa, then also a part of the British Empire. For a time he ran a profitable law practice in the city of Durban, sampling social life, wearing fashionable clothes and a drooping mustache. He originally planned to stay in South Africa only one year to practice law, but what he discovered there changed the course of his life.

In 1893, an incident in South Africa changed the stylish young lawyer into a revolutionary: the injustice of racial discrimination was brought home to him in a most vivid way when, in spite of his first-class ticket, he was thrown off a train for refusing to sit in a lower-class compartment designated for Indians and blacks.

Soon afterward he began organizing demonstrations and campaigns for Indian rights, which eventually brought reform. He was arrested numerous times by the British, but he persisted in his efforts as he would throughout his long career.

And yet Gandhi also worked *for* the British when he believed their cause was just. Throughout his career he refused to divide the world into allies and enemies, often unexpectedly supporting his "opponent" of the moment in a cause he felt was just.

While active in South Africa, Gandhi was reading Tolstoy, Henry David Thoreau, and Ralph Waldo Emerson, as well as various Hindu works, which all influenced his belief in preserving the natural environment, human freedom, and the value of manual labor. His outward appearance changed also as he gradually exchanged his European suits for a loincloth and white shawl that were to become his familiar garb.

Return to India

In 1915, after more than 20 years in South Africa, Gandhi returned to India to find himself a hero for his work against British discrimination. He took up the cause of the Indian Nationalist Movement, leading a number of nonviolent campaigns against the British Raj, or rule. Initially, Gandhi wanted only to increase the power of Indians in the government, but eventually he decided to pursue the goal of complete independence for India.

He attacked British power at its economic roots. For decades the British mercantile system had encouraged Indian farmers to grow cotton, which was then sent to England to be woven into cloth and sold back to Indians at high profit. Gandhi organized boycotts and mass burnings of British-made clothing and, after teaching himself to spin, encouraged millions of Indians to spin their own cotton and weave their own cloth. This brilliant and immensely productive campaign struck a deeply felt—but completely nonviolent—blow at the mercantilistic foundations of Britain's exploitation of India.

March to the Sea

One of his most dramatic ventures was to lead hundreds of followers in 1930 on a 200-mile march to the sea, where he gathered sea salt from the beaches in open defiance of British law. This was in protest against Britain's Salt Acts, which made it a crime for any Indian to possess salt that had not been purchased from British stores, where it was heavily taxed.

He was frequently imprisoned—in all, he spent a total of nearly seven years in jail. He also fasted frequently, always for self-purification, often to rally his followers, and at times to stop Hindus and Moslems from fighting. He also fasted on behalf of untouchables, members of India's lowest and poorest caste, whom he renamed "Children of God" (Harijans).

Gradually Gandhi changed the move for independence from a limited movement, involving relatively few of India's elite, into a mass movement supported by millions.

Continued...

In 1937 the British inaugurated plans for Indian independence and home rule, but it was another decade before independence was granted.

The joy of that great achievement, however, was marred for Gandhi by the massacres that preceded and followed it and by the violent disagreements over partition, which led to the creation of Pakistan. This new nation divided India's Hindu- and Muslim-majority regions into separate countries. It was the resulting religious violence that was to claim Gandhi's life.

At sunset on the evening of January 30, 1948, as Gandhi walked toward his evening prayer meeting, a young Hindu fanatic who hated Gandhi for his tolerance of Moslems bowed before him and then aimed his gun. A few minutes later the Mahatma was dead.

The entire nation—and world—was stunned. In a shaking voice over the radio the country's new prime minister, Jawaharlal Nehru, a long-time friend and colleague, announced his death:

> Our beloved leader, Bapu, as we call him, the father of our nation, is no more. . . . The light has gone out I said, and yet I was wrong. For the light that shone in this country was no ordinary light. The light that has illumined this country for these many years will illumine this country for many more years. . . and the world will see it and it will give solace to innumerable hearts. ■

Gandhi's Work and UNICEF

"If we are to reach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with children."

—Gandhi

Although Mahatma Gandhi never lived to see the lasting effects of his life's work, the flame he set upon the world has not been extinguished. Just a year before his death, the first international organization dedicated to the world's neediest children was established and continues to work today in the belief that a happy, healthy child is the first step towards a peaceful world. Known as UNICEF, the United Nations International Children's Emergency Fund was created at the first session of the UN General Assembly in 1946 to mount emergency relief programs for children and adolescents in war-ravished countries. In the beginning, UNICEF concentrated on meeting the immediate needs of children—food, clothing, shelter. Gradually the organization broadened the scope of its activities and today is recognized as a social development agency taking an active —and often pioneering—role in the fields of health, nutrition, education, and social services.

As UNICEF's programs continue to evolve and reach more and more children, the organization is rediscovering Gandhi as a figure who epitomizes the power of the human factor in the process of development.

This section of the Gandhi Educational Awareness Kit seeks to relate Gandhi's teachings with UNICEF's own policies and practices in seven critical areas: health and hygiene, water and sanitation, nutrition and self-reliance, women and development, education and training, appropriate technology, and community participation—the vital link and key to success of all UNICEF's activities on behalf of children.

In each of these areas, Gandhi developed his own philosophy that anticipated much of the contemporary thinking of development agencies. Basic tenets of his philosophy include the beliefs that no development is possible without community participation; that basic health programs should be motivated from within the community; that local skills should be adapted to local needs; and that Western technological models should be transferred to the developing world only within the context of the country's culture, resources, and potential.

To demonstrate Gandhi's immediate relevance to UNICEF's work, each of the following sections will present a synopsis of Gandhi's viewpoint, an overview of UNICEF's policy, and a case study showing both Gandhian and UNICEF ideas in action. ■

UNICEF photo

Health and Hygiene

"It is established beyond doubt that ignorance and neglect of the laws of health and hygiene are responsible for the majority of diseases to which mankind is heir. The very high death rate among us. . . could be mitigated if the people were properly educated about health and hygiene."

—Gandhi

The World Health Organization (WHO) confirms Gandhi's emphasis on the importance of hygiene. It estimates that if proper sanitation and clean water were available, 80 percent of the diseases that harm or kill children in the developing countries would be eliminated.

Assistance to maternal and child health—including an expanded program of immunization—is UNICEF's major field of activity. Since its very beginning, UNICEF has been encouraging and cooperating in the extension of maternal and child health care throughout the world. This has been accomplished mainly through assistance to health centers, sub-centers, and under-five child clinics, and through the training of their health workers. Yet even with such assistance, it is estimated that 85 percent of all Third World children are beyond the reach of health services.

In an effort to bring essential health care to these children, UNICEF is encouraging and supporting communities that develop their own primary health care networks. Primary health care is essential health care made universally acceptable to individuals and families through the participation of the community. Its aim is to bring low-cost, basic health services to the largest number of people. As part of this strategy, communities select from their peers health workers who are then trained to diagnose and treat some 80 percent of the children's illnesses. Serious cases are referred to the nearest health center.

There are several basic components of primary health care—all of which UNICEF supports and assists. They are: basic health services for children and mothers; immunization, prevention and control of childhood and epidemic diseases; treatment of common injuries and illnesses; health education, beginning with the family and community; promotion of proper nutrition; and provision of simple sanitation and an adequate supply of safe water.

In 1981 UNICEF:

- cooperated in child health programs in 107 countries.
- provided grants for training and refresher courses for 286,900 health personnel—doctors, nurses, public health workers, medical assistants, midwives and traditional birth attendants.
- provided technical supplies and equipment for 43,000 health centers of various kinds, especially those in rural areas.
- supplied medicines and vaccines to protect and treat millions of children around the world for tuberculosis, diphtheria, tetanus, smallpox, measles, whooping cough and other diseases. ■

UNICEF photos

Ideas in Action: A UNICEF Case Study

"Mrs. Ahmed and Her Beat"

Shahdu was almost hysterical when she saw her four-year-old daughter about to be given an injection by the health worker. "Don't dare touch my child," she snapped at Mrs. Ahmed, who gently let go the child's hand.

For Mrs. Ahmed, the incident came as no surprise. She knows that when people, particularly people in slums, have their first experience of preventive health services, on-the-doorstep resistance is natural.

Sweepers Colony, Mrs. Ahmed's beat, is hidden away in an untidy corner of Islamabad, the otherwise neat green capital city of Pakistan. At a stone's throw from middle-class villas, the colony is built in a vast ditch, where 300 thatched-roof mudhouses are crammed with nearly 2,000 inhabitants. Each shack accommodates between six and eight people, most of them children below six years of age. The place lacks sanitation, electricity, or gas. There is one tap for drinking water.

Along with 12 colleagues, Mrs. Ahmed has received three months of intensive training in immunization, nutrition, health care, hygiene, and child spacing, as part of the family health care project. This innovative experiment launched jointly by the Health Division, Population Division, and UNICEF has made headway in extending basic health services to the deprived sections of the city and adjoining rural areas.

Mrs. Ahmed carries out her task with zeal and devotion. Much of her first three months were spent convincing the local people about the importance of cleanliness, waste disposal, nutritional food, and other health practices. She knew from the start that a good rapport with the local people would be a prerequisite for success and tried very hard to gain their confidence. "The most difficult part of the whole campaign is to build credibility with the people. Once that has been done, the community becomes involved and active."

Nowadays Mrs. Ahmed's visits to Sweepers Colony take place in quite a different atmosphere. As we walk down the steep and narrow path leading to the colony, Mrs. Ahmed, who is in her late forties, stumbles a little. She calls out to a passer-by to give her a helping hand, a gesture of friendship and familiarity unusual to members of this community from outsiders. Mrs. Ahmed greets almost everybody. She knows the names of many of the children, all of whom she has vaccinated and provided with a "road to health" weight chart.

The people look upon Mrs. Ahmed as a trusted friend, someone who cares about their children, gives them medicine, or can promptly refer a serious case to the health center.

One woman calls Mrs. Ahmed to examine a baby suffering from diarrhea. She gives her a packet of oral rehydration salts, which, thanks to Mrs. Ahmed's efforts, the mother knows how to use. But she explains again that the child must be fed at regular intervals, and warns the mother to avoid the common practice of abruptly stopping to feed a baby under the pretext of the child's low digestibility. In cases of diarrhea, it is all the more urgent to make the child drink more water, she explains.

Mrs. Ahmed moves to the next shack. She takes out her simple weighing machine and weighs a child while other children throng round, all wanting to be weighed. Gradually, the slum dwellers are being motivated to change the face of their locality. Mrs. Ahmed hopes that, as time goes on, the community will be able to provide volunteers to take her place.

—Naseem ur Rehman

UNICEF photo

Water and Sanitation

"The only thing which we can and must learn from the West is the science of municipal sanitation. Our criminal neglect of sources of drinking water requires remedying."
—Gandhi

In rural areas of the developing world, four out of five children are outside the reach of an adequate water supply or safe sanitation. UNICEF is working to change this statistic through its support of water supply and sanitation projects in 94 countries. In 1981, an estimated 70,404 water systems benefiting 17.7 million people were completed with UNICEF cooperation. Some of these systems involved pumped installations and piped water, but by far the greater part were based on handpumps, spring protection, rain water collection, and other low-cost techniques. At the same time, an estimated 166,418 excreta disposal systems were installed benefiting 2.2 million people.

In its promotion of basic services, UNICEF emphasizes water and sanitation programs as an effective "entry-point" to the community—water, in particular, being high on most people's lists of priority needs. Looked at from the other direction, the basic services approach, involving maximum community participation, is equally vital to the success of local water schemes, one of whose great weaknesses in the past has been poor maintenance.

Village maintenance measures tailored to local circumstances have now been incorporated into the design of all UNICEF-assisted water projects. In addition, UNICEF has considerably increased its motivational activities connected with water and sanitation to overcome social and cultural habits that govern people's attitudes towards the use of water and sanitation facilities. ■

UNICEF photo

Ideas in Action: A UNICEF Case Study

"When Latrines Make A Difference"

In the great sprawling city of Karachi, Pakistan's main port and the financial and industrial hub of the country, there are many small communities, or baldias, which have sprung up to house unskilled, illiterate workers and their families who have been drawn to the city in search of work. The streets are full of life and color, full of the sights and sounds of children playing, people selling, men plying loaded donkey carts and bicycles along the narrow alleys. But the houses are cramped and unhygienic, the streets are putrid with refuse and flies, and the few water taps around run for only two hours every now and then.

In one such baldia called Turk, a great effort is being made by the people themselves to improve their homes and streets and living environment. They are repairing open drains, sweeping refuse and burning it, organizing neighborhood committees to spread ideas about hygiene and good health. But the most important change—and the one that sparked all the others—is the new soakpit latrines that the families are building in their housing compounds.

The soakpits idea, the design of the latrine, the materials, and some professional advice came from outside the community—through UNICEF assistance. But the project has been taken up with such enthusiasm in Turk that the people have organized their own Welfare Society to run it, to employ the mason, organize the building program, and choose which families are to benefit.

One women whose tiny, crowded home has been much improved with a latrine and washing place is Miriam Jamal, a mother of five whose husband is too ill to support the family. Mrs. Jamal's life is full of problems. She is frail and thin and works morning to evening at whatever casual job she can get, and scarcely has time to arrange meals for her children. She could not afford the 300 rupees needed to pay a laborer to dig the pit for her latrine. So, through the intervention of the Turk Welfare Society, a neighbor paid for the work. Now the pit is lined, sealed, and covered, and a slatted door provides privacy. Previously, the family had to use a bucket, which the sweeper came round every now and again to empty. At least in this small but important way, Mrs. Jamal's life has become more pleasant—the latrines have made a difference.

—Maggie Black

Nutrition and Self-Reliance

"To a man with an empty stomach, food is God."

"An ideal Indian village will be so constructed as to lend itself to perfect sanitation. The cottages will have courtyards enabling householders to plant vegetables for domestic use and to house their cattle. . . . It will produce its own grains, vegetables and fruit, and its own homespun material."

—Gandhi

The overriding objective of UNICEF's efforts in the field of nutrition is to help nations use their own resources to combat dietary deficiencies and improve the health of their people, especially vulnerable children and mothers.

In 1981 UNICEF expenditures in the field of child nutrition came to $14 million, a figure that does not include the significant nutrition-related components in basic health services, water supply and sanitation, emergency relief, and other services. UNICEF provided equipment and supplies to 162,400 school gardens and canteens, village nutrition centers, clubs, and community gardens in 80 countries. Training or orientation stipends were also provided for 345,600 nutrition field workers and for technical, administrative, and planning staff involved in nutrition programs.

This represented a continuation of UNICEF's long-term involvement in applied nutrition activities at village level, an important component of the basic services strategy. ■

Ideas in Action: A UNICEF Case Study

"Binangun Feeds Its Children"

Thirty children and their mothers have just come to the community center here in Binangun to get their first supply of supplementary food provided under a new nutrition program—the Taman Gizi program which, literally translated, means nutrition garden.

Binangun is a small village in the hills of the Sidoarjo district, one of the poorest regions in southeast Java. During the past years, however, the situation of this village has improved considerably. Water from a well in the mountains is now piped to taps along the main road and a public toilet has been built nearby.

Another important improvement is the supplementary food program for children set up by the regional and national governments with assistance from UNICEF. Under it, all children under age six have been weighed and measured during the last few months.

Thirty children who are far below average size and weight will now get additional food at the center twice a week for a period of four months. On other days they receive a supply of food to be prepared by their mothers at home. This morning they all ate rice, tahu (a soybean cake), green beans and an egg—a well balanced meal of cheap, locally available ingredients. For the next two days the mothers will receive a small bag of food to prepare at home.

Before a Taman Gizi program begins in a district, women volunteers from each village receive a short training course in good nutrition.

When the program begins in a village, the nutrition volunteers try to motivate the mothers to bring their children to the community center once a month. Each child's weight is marked on a growth chart that indicates what, more or less, the weight of a healthy child should be. If, after 60 days, a child does not gain sufficient weight, a member of the Health Center Nutrition Team or the local nutrition volunteer visits the child's home and discusses how to improve the meals with the mother. This is one of the main duties of the nutrition volunteers. They also make special efforts to encourage mothers to breast-feed their babies.

Self-help makes a difference. It is easy to tell people what they should feed their children. but that does not help them unless they also have the means and opportunity to grow or obtain the right kinds of food. The local government is, therefore, looking for new ways to make it possible for people to improve their incomes and food production.

In Binangun a home garden pilot project now shows villagers what vegetables they can easily grow near their homes. A small fish pond has also been built, and one of the farmers has started a poultry farm to get more eggs to the local market. The national government has also paid for a model sanitary installation consisting of a private place for bathing and washing.

Binangun is not an average Indonesian village, but it is not exceptional either. Some other villages also have self-help and government-assisted programs in several fields. These projects have begun only recently, but for Binangun's enthusiastic villagers, they have already made a big difference.

—Dirk Rietbergen

Women and Development

"Of all the evils for which man has made himself responsible, none is so degrading, so shocking, or so brutal as his abuse of the better half of humanity, the female sex."

"In a plan of life based on nonviolence, woman has as much right to shape her own destiny as man has to shape his."

—Gandhi

An increasing number of women are heads of households in the poorer parts of the world, and women play a vital economic role in all societies. UNICEF's policy therefore is to cooperate in national services for women in their multiple roles: as mothers, home managers, producers, providers for the family, and community leaders. Experience has shown that women's participation in identifying local problems and partnership in the decision-making process at the community level can have a significant impact on the quality of life for them and their children.

In its earliest years, UNICEF's work on behalf of women was primarily focused on pregnant and nursing mothers through maternal and child health services. Later this aid was extended to include activities connected with education and literacy, home economics, child care, and relief of daily drudgery through village technology, leadership training, and vocational training designed to enable women to learn skills and earn money through cottage industries.

In 1981 UNICEF provided stipends to more than 18,400 women and girls for training in child care, homecrafts, food preservation, and income-earning skills. Many thousands of women were also trained as primary health care workers, nutrition assistants, traditional midwives, child welfare workers, and community organizers. ■

Ideas in Action: A UNICEF Case Study

"Goats and Kids"

The state of Kerala in South India is among the country's most densely populated—547 persons per square kilometer. Along the coastal plain between the slopes of the Western Ghat mountains and the Arabian Sea there seems to be a long continuous village crowded with bicycles, farm carts, children, and animals. Women are at work everywhere in the fields and towns, their saris bright spots of color against the tropical green of rice paddy, coconut palms, and tapioca fields.

The women of Kerala are India's most emancipated, due to a complex chain of cultural, historical, and political circumstances, including an ancient tradition of matriarchal lines of inheritance. They are about 60 percent literate and their children are more than twice as likely to survive the diseases of infancy than the average for all India.

Kerala's social welfare authorities have made the popular women's clubs, called balwadis, the firm base for improving family health and income and giving children a good start in life. These balwadis are staffed by mothers under the supervision of a local woman whom they select for basic training in home sciences, agriculture, nutrition and child health.

The balwadis are focal points in community development. Mothers help prepare food supplements and a balanced diet for their children in the balwadi kitchen. The great importance of breast feeding is explained, as well as how mothers can prepare the baby's first solid food from mixtures of local produce, some of which may be grown in demonstration gardens attached to the center.

Each balwadi has—or soon will have—a latrine, something that rural Indians have been slow to accept as a health necessity. A health worker makes regular visits to examine children and pregnant women, each of whom has a health record.

But the women of Kerala are poor. At this stage, they are far less interested in latrines than in earning money to buy more food, clothing, and school supplies for their children.

"If a man earns extra money he is likely to spend it on a transistor radio or the cinema," Mrs. Sarala Devi, coordinator of the State program, explains. "But if a woman has money she will spend it on her family first. That is why we teach the balwadi mothers ways to add to their income at home. In fact, this and the food are the main attractions of the centers. Women who come to learn how to earn, stay to hear our health and nutrition lessons."

Through the need to provide the balwadi women with income-generating projects UNICEF has engaged itself in the goat business in Kerala. In addition to providing kitchen supplies and transport for the balwadi network, UNICEF finances a revolving fund enabling women's clubs to purchase young goats which are given to mothers to raise. When her goat has kids, she gives one to another mother, and so the chain goes on. She also gives milk to the balwadi kitchen and can use or sell the rest.

In each balwadi the women's club selects the first ten mothers to receive a goat from among the poorest of the women who bring children to the center. Since 1976, 8,000 mothers have benefited from the program. At a cost of only 400 rupees (about $52) a goat, this may well be one of the best investments in UNICEF's budget.

—Donald A. Allan

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Education and Training

"Every village should manage the education of its own children. . . . Big and expensive buildings are not necessary for educational institutions."

"As for education, I am strongly of the opinion that women should have the same facilities as men and even special facilities where necessary. . . . When you educate a woman, you educate a whole family."

—Gandhi

In developing countries, only four children out of ten complete primary education. Enrollment for girls is markedly lower than for boys, and illiteracy among women is still proportionately very high. Cooperation in formal primary education is a continuing UNICEF concern, but cooperation in schooling is being increasingly dovetailed with non-formal education programs, particularly for women and girls, in such fields as health education, nutrition, child care, and income-earning skills. There is increasing recognition of the link between female literacy and the use of health and social service amenities as well as its impact on infant mortality, fertility, and child nutrition and health.

In 1981, UNICEF helped to equip more than 70,000 primary schools, teacher training institutions, and vocational training centers; provided stipends for refresher training of 65,100 teachers; and assisted many countries to prepare textbooks locally by supporting printing units, bookbinding, and paper supply. ■

Ideas in Action: A UNICEF Case Study

"Letter to a Village Council"

Dear Sir,

We the villagers of Sindion respectfully request that you urgently repair the bridge North of our village. The metal strip that is protruding has injured several donkeys and a child. Your urgent attention is requested. Thank you.

Yours faithfully,
Sindion Villagers
Literacy Class

This letter was written by a group of girls who six months earlier were totally illiterate.

But let us begin from the beginning.

Sindion is a typical picturesque village in the Egyptian Delta 15 miles north of Cairo. Its 15,000 inhabitants lack sufficient drinking water and have inadequate drainage and health facilities. These are problems that Sindion's villagers have lived with for centuries.

Two recent developments, however, could bring major changes to Sindion. The Government's rural electrification plan has helped to open up a new world for many Sindion villagers by bringing television to a few homes. But even more important are the efforts of a small group of highly motivated women who have mobilized Sindion's women by teaching them to read and write.

The literacy class for women in Sindion was started by the Cairo Women's Club, a group of educated women who got together many years ago to devote their time and energies to various social projects in Egypt.

One of these was a literacy class in a rural area. The majority of Egyptian women, especially in rural areas, have had little or no education, mainly because of lack of resources. So a great deal depends upon voluntary efforts in eradicating illiteracy. Ten girls and two teachers, Nadia and Khadiga, were recruited from a Home Economics class in Sindion. For six months Nadia and Khadiga observed Dr. Sameya Fahmy, a teacher from Cairo's Ein Shams University, in action. Soon they were ready to teach. An additional class was formed and the number of girls increased from 10 to 40.

The day I visited Sindion, about 18 girls, ranging in age from 10-19 years, dressed in their best clothes, sat around a table reading from a colorful poster—"The Story of Salim." This brightly illustrated poster shows a little boy who has a hole in his head and a hole in his stomach, both of which need to be filled up. With what? Obviously, good nutritious food and enlightened educational ideas. The girls quickly grasped the concept of the unfilled holes. Delighted, they competed with shrill voices in reading this poster out loud.

"What do you think is the use of reading and writing?" I asked. This sparked the girls' enthusiasm.

"Salim showed us the benefits of good food," said Karima, aged 14.

"I want a book that tells us what to feed my baby when it arrives next month," said Zeinab, 18. "Now I can read it."

"We write letters to our friends and relatives in other villages. We wrote the letter to the village council." This was Mona, aged 16.

Nadia, one of the teachers, is married and has children. She was not permitted to continue her education beyond the intermediate level although her brother went on to the university. "I volunteered for this job," she explained, "because my sisters desperately need education. I'll do my best in my little way to achieve this goal."

—Mohammed Islam

Appropriate Technology

"We have got to be industrious and make two blades of grass grow where one grows today. The remedy is to identify ourselves with the poor villager and help him make the land yield its plenty, help him produce what we need, and confine ourselves to use what he produces."

"What is good for one nation is not necessarily good for another. One man's food is another man's poison."

—Gandhi

The concept of "appropriate technology" gained currency in the early and mid 1970's as an antidote to the prevailing practice of basing economic development projects on imported technology. This had often turned out to be inappropriate both because of its design and its high installation and maintenance costs. For about eight years, UNICEF has been concerned with the promotion of appropriate technology at village level, in particular by encouraging the use of low-cost devices manufactured from locally available materials using local skills. UNICEF's involvement in appropriate technology has therefore been directed toward basic improvements in standard of living, including water supply, food conservation and storage, and energy and fuel saving, rather than on economic gains. ■

Ideas in Action: A UNICEF Case Study

"Simplicity Makes Sense"

The technology of the industrialized world has enabled man to reach the moon and to find his way to the ocean depths to locate and make use of natural resources at the bottom of the sea.

But at the same time a vast and growing proportion of humanity cannot fulfill even its most essential needs. In the rural areas of developing countries, children and their families are usually out of reach of unpolluted water or any form of health services, and go to bed hungry *every* night. A large percentage of these children do not survive.

The kind of technology that can help these communities to help themselves is not the kind that takes men to the moon. What is needed is more appropriate technology: the utilization of locally available materials and improvement upon traditional methods that may have fallen into disuse in recent decades as less suitable technologies have made their appearance. Brought in from the industrialized countries, such advanced, expensive, and often labor-saving technologies actually *increase* the dependence of the recipient country and often reduce the number of jobs available.

The need to involve communities themselves in their own development, rather than to import often unsuitable ideas from other countries, has become steadily more apparent to development workers. Indeed, one of the most important elements of present development efforts is helping countries to realize their own potential and to build up their own national capacity, thus enhancing self-reliance.

The first program of its kind in Africa, the Village Technology Unit at Karen, in Kenya's capital, Nairobi, was developed as a joint endeavor between UNICEF and the Kenya Village Polytechnic program. The unit brings together a diverse range of technologies all of which have one thing in common: they can be applied at low cost, using locally available materials, and are designed to offer appropriate solutions to some of the problems that face the low-income families of Eastern Africa.

The unit puts into practice over 50 different appropriate technology ideas. It uses only materials and skills likely to be available to low-income rural families. The emphasis is on more and better food, more and better water supplies, and a healthier home environment.

A demonstration garden focuses on nutritious local foods and how to grow them using compost from household wastes.

The storage of food is a high priority, since more than 30 percent of Africa's food goes to waste after harvest. Improvement on the traditional type of home granary made of mud bricks, and construction of a village-scale 2½-ton granary made of concrete staves, both rodent-proof and insect-proof, can prevent spoilage.

The home improvements exhibit shows a wide range of simple improvements including: a mud-built smokeless cooking stove; a hot-box cooker; fly-proof food storage; a "refrigerator" in which water evaporating from charcoal produces cooling; and, most important, an improved pit-latrine with a built-in smoke-box that allows daily fumigation with burning grass to eliminate flies and odors.

Simple ideas—yes. But also ideas that can revolutionize life in rural villages. ■

Community Participation

"The village should become a self-governing unit living its own life."
—Gandhi

The key to success of all UNICEF's activities on behalf of the world's children is community participation. In its fullest sense, community participation is a way of enabling people to marshall and channel their energies and abilities to improve their own lives. The simple truth is that people are themselves not only the best judges of what their own problems are, but are also the most experienced and adept at solving them.

Community participation is the key element of the "basic services strategy" advocated by UNICEF. This strategy, evolved through experience in many countries with differing economic and political systems, is an alternative to relying on the slow spread of conventional health, education, and social services to meet the urgent needs of children and mothers.

An essential feature of the approach is the selection by the community of one or more of its members to serve as community workers after brief practical training, repeated and extended through refresher courses. These workers are then on hand to deal with community needs and can refer problems beyond their competence or resources to the relevant services at the next level of the system.

Given enough support from outside the community, a great deal can be done within it to improve services for children at a cost that the country and the community can afford. ■

Ideas in Action: A UNICEF Case Study

"Breakthrough at Machakos"

On a hot February day, a village meeting slowly assembled under the shade of a large gum tree. The place was Machakos, about 50 miles southeast of Nairobi. The participants included most of the elders of the community, and the subject under discussion was the fact that over half of the children in the area were still suffering from malnutrition.

The meeting had been called by the local chief at the request of UNICEF's Revy Tuluhungwa and began with distributing photographs, showing first healthy children and then malnourished children. The women who were present quickly recognized, in the photos of malnourished children, familiar symptoms of kwashiorkor—a wasting disease caused by malnutrition and known locally as muimbo or "swelling." But it appeared that none of the men knew about the disease.

At this point, one of the most respected of the elders, a tall, gray-haired farmer named Muinde, stood up to speak. "As this is such an important question," he asked "why hasn't it been brought to the attention of the elders? If wild pigs root out our crops or if any calamity threatens, a meeting of the elders has to be called. When the issue at stake is the lives of our children, the elders should be consulted."

In the discussion which followed, one issue was raised again and again. In most households, it was the men who had the final say on what the children had to eat. Yet the nutrition education meetings, which had been going on in Machakos for years, were always held in the maternal and child health clinics. "That excludes us automatically," said one of the men.

Muinde then proposed action. He suggested that one young man and one young woman from each village should be trained as nutrition educators. They could then give nutrition talks and demonstrations at some spot in each village where both men and women could attend. With the help of medical staff from the University of Nairobi, Revy Tuluhungwa offered to back Muinde's proposal by trying it out in the four villages of Machakos.

Says Revy now, 18 months later, "The results were so good that they surprised us. We took a young man and a woman group leader from each village and trained them to give simple demonstrations based on locally available food brought to the demonstrations by the people themselves. . . . We monitored the program carefully, and at the end we did a survey and found that the rate of young child malnutrition dropped from 55 percent to 39 percent."

In the Machakos district a dramatic improvement in nutritional levels has been achieved in a short period of time without massive outside aid or expensive technology. Rather, it was full community consultation and participation which made those improvements possible. And it is because of examples like Machakos that UNICEF has adopted, as a guideline for its work in the 1980's, the maxim that "those who wish to assist in the development process must now start doing things *with* people, not for them."

—John Balcomb

Ideas in Action: A UNICEF Case Study

"These Are Our Children"

At first sight, Zhumiral is just one of three million villages in the developing world. Yet it is soon obvious that it is a village on the move. A large community center stands near the town square. Children in crisp brown and yellow uniforms are passing through on their way home from school. An electricity cable hangs below the trees.

That night, in the community center, I talked to Roberto Carranza, one of the original settlers of Zhumiral. "We formed a peasant union here 26 years ago," he explained, "and we fought a four-year battle for this land. Eventually, we won it back."

Sergio Armijos, another of the original settlers, picked up the story. "After that, we broke our backs for 18 years. We cleared the land, built the village, planted the cocoa trees. Our wages were miserable, and we still had to fight . . . some of us went to jail. Thank goodness for the guanta."

At the mention of guanta, there is laughter. The guanta is a small pig-like animal. In the "bad old days" it was apparently eaten to near extinction. Today, there are still guantas in Zhumiral. But there are also 25,000 cocoa trees in production. In a good year, the plantation brings in $11,500.

For a community of 2,000 people, this is not much to invest in agriculture, or in water supply, schools, and other services. But two years ago the self-help efforts of this community attracted the attention of the Ecuadorian government. In an effort to begin redistributing resources to the poor, the Central Bank had set up a special "Fund for the Development of Marginal Rural Areas" (FODERUMA). In contrast to most financial institutions, FODERUMA lends money *only* to the poor—to communities where income per head is less than $300 a year. So far, through low-interest loans and outright grants for social services and education, it has channeled funds to a quarter of a million people in 82 communities. Zhumiral is one of them—and the investment is beginning to pay off.

The pride of Zhumiral today is the children's center, a long low building near the center of the village. Above the considerable noise of 50 three-to-six year olds, I talked with Imelda, Chelita, and Espala, three village women who run the center. In cooperation with UNICEF and FODERUMA, they, along with 16 other people from similar communities in Ecuador, were given a short training course in child development and the needs of preschool children.

All around, children played with hand-puppets, building blocks, and simple locally made educational toys. Others played more boisterous games. All were exploring, experimenting, and enjoying. And Imelda, Chelita, and Espala attended to every child.

At 11 o'clock, hands were washed and noses wiped, and the children, for once, all sat down together at the same time to eat specially prepared, and specially nutritious, food. Afterwards, they began to drift away, some with their mothers, others with older brothers and sisters. All the village knows, and especially the mothers with whom I talked, that the center is helping their children's mental and physical development.

It is on experiences such as this that UNICEF has based its Strategy of Basic Services. It is a strategy based on the belief that the needs of poor communities can be met at a very low cost by backing a community's own efforts and training development workers who are of, by, and for that community.

Zhumiral is still poor. And its problems will not disappear overnight. Yet it demonstrates what can be achieved by the community itself, by a government committed to meeting the needs of the poor, and by an international organization working in cooperation with both. But perhaps the greatest testimony to what has been achieved here is the answer given by Imelda when asked what would happen if financial assistance from FODERUMA and UNICEF were to be discontinued. "The children's center will continue," she replied quietly. "These are not the children of FODERUMA or UNICEF. These are our children."

—Miriam Luz

UNICEF photo

UNICEF in India

The largest single country commitment in UNICEF's history was approved in 1981 when the Executive Board voted over $100 million for programs in India. With a child population that exceeds that of the entire United States, India is working to extend interrelated basic services to all its children. The new commitment will enable UNICEF to expand its support to a variety of national efforts to reduce infant mortality and improve child development. UNICEF's cooperation is carefully designed to support the Government's plans to stress rural development, reduce the worst effects of poverty on children's well-being, and involve the community in development efforts.

Specifically in the area of health, UNICEF and the Government will work to train 440,000 community health volunteers and 316,000 traditional midwives; set up more than 30,000 new health centers; and expand immunization and diarrheal control programs. In the field of water supply and sanitation, UNICEF is supporting the drilling of 10,000 new wells a year and increasing its staff working in the area of sanitation and health education. UNICEF also is assisting projects in education, including early childhood development, formal and nonformal education; agricultural and nutritional training; urban community development; and basic services for children in rural development areas.

UNICEF photo

Profile of India

Total Population	713 million (77% rural; 23% urban)
Child Population (under 15)	300 million
Infant Mortality Rate (deaths per 1,000 live births)	123
Elementary School Enrollment	76% boys; 50% girls
Secondary School Enrollment	35% boys; 18% girls
Literacy	56% of men; 28% of women
Per Capita Income	$240
Percentage of Population with Access to Safe Drinking Water	10% in rural areas; 80% in urban areas
Percentage of Population Served by Sanitary Facilities	2% in rural areas; 34% in urban areas
Major Health Problems Faced by Children	malnutrition, diarrheal diseases; respiratory disorders

Political Status:

Independent member of the British Commonwealth since August 15, 1947; republican regime instituted January 26, 1950.

Languages	Hindi (official), English, and 13 others
Religions	Hindu (83%), Moslem (11%), Christian (3%), Sikh (2%)

UNICEF in Pakistan

Since independence in 1947, Pakistan has made remarkable agricultural progress in spite of war, repeated floods, and a serious balance of payments problem. Through intense cultivation of the fertile Indus Valley, the rice and cotton crops have doubled in the past decade, and wheat figures for some regions are expected to triple in the near future.

However, only 14 percent of the rural population is served by safe drinking water, and less than one half of one percent have sanitation facilities. Infant mortality remains high, and a major percentage of deaths can be traced directly to poor water and sanitation.

For the period 1981-1986, the UNICEF Executive Board has approved a commitment of $65.3 million for programs in child health, water supply and sanitation, nutrition, education, and social welfare services to benefit the country's 40 million children. Components of some of these programs include the training of 11,000 community health workers and 18,000 midwives; the construction of 1,855 rural health centers; the establishment of new water supply and sanitation facilities in more than 1,000 communities; and programs for the treatment and rehabilitation of handicapped children.

Profile of Pakistan

Total Population	93 million (72% rural; 28% urban)
Child Population (under 15)	42.7 million
Infant Mortality Rate (deaths per 1,000 live births)	126
Elementary School Enrollment	63% boys; 25% girls
Secondary School Enrollment	20% boys; 7% girls
Literacy	39% of men; 18% of women
Per Capita Income	$300
Percentage of Population with Access to Safe Drinking Water	29%
Percentage of Population Served by Sanitation Facilities	10%
Major Health Problems Faced by Children	diarrhea, dysentery, malnutrition

Political Status:

Became independent August 15, 1947, as a member of the British Commonwealth, from which it withdrew on January 30, 1972; republic established March 23, 1956; national territory confined to former West Pakistan with de facto independence of Bangladesh (former East Pakistan) on December 16, 1971; independence of Bangladesh formally recognized on February 22, 1974; marital law regime instituted following military coup of July 5, 1977.

Languages	English (official); Urdu (national)
Religions	Moslem (97%), Hindu, Christian

UNICEF in Bangladesh

Ten years ago, half a million people in East Pakistan, now known as Bangladesh, perished in a devastating cyclone that destroyed crops in entire districts of prime coastal farmland. Compounding that natural disaster were civil strife and war, which displaced more than half the people from their homes.

UNICEF responded to the combined tragedies of the Bangladesh emergency by launching a massive child feeding program and providing essential drugs, medical supplies, and hospital tents. Relief measures were then extended to people returning to their homes, and comprehensive rehabilitation efforts were launched in the fields of health, education, and rural water supply.

UNICEF photo

Currently, UNICEF is working with the Government of Bangladesh to plan for the future of the country's 40 million children. Expanded efforts are underway to immunize all children from birth to two years against diphtheria, whooping cough, tetanus, polio, and tuberculosis; to prevent blindness by distributing high potency Vitamin A capsules to 10 million children; and to train and equip 8,000 volunteer village health workers to provide basic maternal and child health care.

To reduce the incidence of water-related diseases affecting children, UNICEF is assisting village workers to develop water supply and sanitation systems and has launched a national health education support system. This includes the production and distribution of a simple salt and sugar solution to rehydrate the hundreds of thousands of children in the country who suffer and die from diarrheal diseases every year.

At its annual session in May of 1982, the UNICEF Executive Board approved a new 4-year, $50 million program for Bangladesh that will help the Government expand and improve health, nutrition, education, and social services on behalf of children.

UNICEF photo

Profile of Bangladesh

Total Population	93.3 million (73% rural; 27% urban)
Child Population (under 15)	39.2 million
Infant Mortality Rate (deaths per 1,000 live births)	136
Elementary School Enrollment	78% boys 48% girls
Secondary School Enrollment	24%; 9% girls
Literacy	44% of men; 19% of women
Per Capita Income	$120
Percentage of Population with Access to Safe Drinking Water	53%
Major Health Problems Faced by Children	malnutrition, water-related diseases

Political Status:

Independent state proclaimed March 26, 1971; de facto independence achieved December 16, 1971; admitted to the British Commonwealth April 18, 1972; under republican constitution adopted December 16, 1972 but suspended by martial law from August 20, 1975 to April 6, 1979. The Bangladesh Parliament was reconstituted on April 2, 1979 as a unicameral body of 300 members elected by direct universal suffrage.

Languages	Bengali (official), English
Religions	Moslem (80%), Hindu (13%), Christian, Buddhist

Gandhi on Nonviolent Social Change

"By instinct I have been truthful but not nonviolent.... It was in the course of my pursuit of truth that I discovered nonviolence."

"Belief in nonviolence is based on the assumption that human nature in its essence is one and therefore unfailingly responds to the advances of love."

"*Ahimsa* ('harmlessness' or nonviolence) means the largest love. It is the supreme law. By it alone can mankind be saved. He who believes in nonviolence believes in a living God."

"The more efficient a force is, the more silent and the more subtle it is. Love is the subtlest force in the world...."

"Prophets and supermen are born only once in an age. But if even a single individual realizes the ideal of nonviolence in its fullness, he covers and redeems the whole society."

"I do not believe the spiritual law works in a field of its own. On the contrary, it expresses itself only through the ordinary activities of life. It thus affects the economic, the social and the political fields."

"Means and ends are convertible terms in my philosophy of life."

"Some friends have told me that truth and nonviolence have no place in politics and worldly affairs. I do not agree. I have no use for them as a means of individual salvation. Their introduction and application in everyday life has been my experiment all along...."

About Love and Nonviolence

"A wise man in China was once asked whether there was a single word that contained the possibility of human happiness. 'Yes,' he replied, 'the word Shu, *which means: do not do to others what you would not want done to yourself.'"*

—Anonymous

"Where you find no love, put love and you will find love."

—St. John of the Cross

"In nature there is no blemish but the mind. None can be called deformed but the unkind."

—William Shakespeare

"Rather perish than hate and fear, and twice rather perish than make oneself hated and feared—this must some day become the highest maxim for every single commonwealth."

—Friedrich Nietzsche

"Everybody thinks of changing humanity and nobody thinks of changing himself."

—Leo Tolstoy

"Compassion is the chief law of human existence."

—Feodor Dostoevski

"Love is the most universal, formidable and mysterious of cosmic energies.... Someday, after mastering the winds, the waves, the tides and gravity, we shall harness for God the energies of love, and then, for the second time in the history of the world, man will discover fire."

—Teilhard de Chardin

"The doctrine of Karma, the principle that every action has a reaction, obviously has a direct application to international relations. The Charter calls on us to practice tolerance and live together in peace with one another as good neighbors. This is the practical application of the principle of reciprocity."

—U Thant

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Gandhi on War and Violence

"The science of war leads one to dictatorship pure and simple. The science of nonviolence alone can lead one to pure democracy."

"I think the command of Jesus is unequivocal. All killing is bad for one who is filled with love. He will not need to kill. He who is filled with pity for the snake, and does not fear him, will not kill him and the snake will not hurt him. This state of innocence is the one we must reach. But only a few can reach it. It seems to me to be impossible for nations to reach it. Equal progress in all is an inconceivable situation. Nations will therefore always fight. One of them will be less wrong than the other. A nation to be in the right can only fight with soul force. Such a nation has still to be born."

"While you may not try to wean people from war, you will in your person live nonviolence in all its completeness and refuse all participation in war. It is very difficult to judge when both sides are employing violence which side deserves to succeed. You will therefore pray only that the right may prevail. Whilst you will keep yourself aloof from all violence, you will not shirk danger."

"Immediately the spirit of exploitation is gone armaments will be felt as a positively unbearable burden. Real disarmament cannot come unless the nations of the world cease to exploit one another."

"Modern civilization as represented by the West of today, in my opinion, has given Matter a place which by right belongs to Spirit. It has therefore put Violence upon the throne of triumph and held under bondage Truth and Innocence."

"When I first heard that an atom bomb had wiped out Hiroshima... I said to myself, 'Unless the world adopts nonviolence, it will spell certain suicide for mankind.'"

About War and Violence

"Then the Lord said to Cain, 'Where is Abel your brother?' He said, 'I do not know; am I my brother's keeper?' And the Lord said, 'What have you done? The voice of your brother's blood is crying to me from the ground.'"

—Genesis 4:9–10

"There are two world powers, the sword and the spirit, but the spirit has always vanquished the sword."

—Napoleon Bonaparte

"No state at war with another state should engage in hostilities of such a kind as to render mutual confidence impossible when peace will have been made."

—Immanuel Kant

"Whatever attempts there may have been in the past to justify war, or at least to recognize a certain spiritual value in war, we ought to proclaim as loudly as possible that war with the face it wears today is sin itself."

—Gabriel Marcel

"The psychology of the individual is reflected in the psychology of the nation. What the nation does is done also by each individual, and so long as the individual continues to do it, the nation will do likewise. Only a change in the attitude of the individual can initiate a change in the psychology of the nation. The great problems of humanity were never yet solved by general laws, but only through the regeneration of the attitudes of individuals. If ever there was a time when self reflection was the absolutely necessary and only right thing, it is now, in our present catastrophic epoch."

—Carl Jung

"While we learn to be humble and virtuous as individuals, we allow ourselves to commit the worst crimes in the name of 'society.' We are gentle in our private life in order to be murderers as a collective group. For murder, committed by an individual, is a great crime. But when it becomes war or revolution, it is represented as the summit of heroism and virtue."

—Thomas Merton

"What the world expects of Christians is that Christians should speak out loud and clear and that they should voice their condemnation in such a way that never a doubt, never the slightest doubt, could rise in the heart of the simplest man. That they should get away from abstraction and confront the blood-stained face history has taken on today."

—Albert Camus

"We shall never stop war, whatever machinery we may devise, until we have learned to think always, with a sort of desperate urgency and an utter self-identification, of single human beings."

—Victor Gollancz

"If modern man continues to flirt unhesitatingly with war, he will transform his earthly habitat into an inferno such as even the mind of Dante could not imagine."

—Martin Luther King, Jr.

"People who fight fire with fire usually end up with ashes."

—Abigail Van Buren

Gandhi on Women and Their Rights

"If society is not to be destroyed by insane wars of nations against nations, and still more insane wars on its moral foundations, the woman will have to play her part, not manfully, as some are trying to do, but womanfully. She won't better humanity by vying with man in his ability to destroy life, mostly without purpose. Let it be her privilege to wean the erring man from his error, which will envelop in his ruin that of woman also."

"Of all the evils for which man has made himself responsible, none is so degrading, so shocking or so brutal as his abuse of the better half of humanity—to me, the female sex, not the weaker sex. It is the nobler of the two for it is even today the embodiment of sacrifice, silent suffering, humility, faith and knowledge."

"I shall work for an India in which women shall enjoy the same rights as men."

"Man and woman are of equal rank but they are not identical. They are a peerless pair, being supplementary to one another; each helps the other, so that without the one the existence of the other cannot be conceived and therefore it follows as a necessary corollary from these facts that anything that will impair the status of either of them will involve the equal ruin of them both."

"If I were born a woman, I would rise in rebellion against any pretension on the part of man that woman is born to be his plaything. I have mentally become a woman in order to steal into her heart. I could not steal into my wife's heart until I decided to treat her differently than I used to do, and so I restored to her all her rights by dispossessing myself of all my so-called rights as her husband."

About Women and Their Rights

"Contending for the rights of women, my main argument is built on this simple principle, that if she be not prepared by education to become the companion of men, she will stop the progress of knowledge, for truth must be common to all or it will be inefficacious with respect to its influence on general practice."

—Mary Wollstonecraft (1759-1797)

"I doubt whether a more important movement has ever been launched, touching the destiny of the race, than this in regard to the equality of the sexes."

—William Lloyd Garrison (1848)

"I suppose it will not be long before we have a woman wanting to be President. If women want anything, they are sure to get it in the long run—so we better give in gracefully—at once."

—Alexander Graham Bell

"Women have served all these centuries as looking glasses possessing the...power of reflecting the figure of man at twice its natural size."

—Virginia Woolf

"Women's liberation'...will have more permanent, more lasting effect than any of the things we've been talking about. It is real. The rules for structuring the family worked for farm and early industrial life, but they don't work now and, in fact, haven't for quite a while. The movement is simply catching up with reality. The mystery is why it is happening only now. It should have been years ago."

—John Kenneth Galbraith

"The women who have achieved self-respect and confidence in their abilities have come too long a way toward equality to stop where they are. The problems and challenges of the technological age are too great for the concerned, well-educated, ambitious woman to be content to sit on the sidelines with her knitting while men make the decisions that count."

—Mary Lou Thompson
(Editor of Voices of the New Feminism)

"Women and children are not just one more cause, a category to be added to a list of social development concerns. You cannot enumerate nutrition, water, sanitation, health care, education, and then add women. Women are already there. They are part of every concern....Women are half of the people. With their children, they are two-thirds of the people. We now accept that the issue of women's rights is central to the whole process of development."

—James P. Grant
Executive Director of UNICEF

Gandhi on Future Progress

"I believe that the sum total of the energy of mankind is not to bring us down but to lift us up."

"It is only because we have created a vicious atmosphere of impotence around ourselves that we consider ourselves to be helpless."

"If we are to make progress we must not repeat history but make new history."

"If we may make new discoveries and inventions in the phenomenal world, must we declare our bankruptcy in the spiritual domain? Is it impossible to multiply the exceptions so as to make them the rule? Must man always be brute first and man after, if at all?"

"The earth has enough for everyone's need, but not enough for everyone's greed."

"Hope in the future I have never lost and never will."

About The Future

"If I knew the world were coming to an end tomorrow, I would still go out and plant my three apple trees today."
—Martin Luther

"I am done with great things and big things, great institutions and big success, and I am for those tiny invisible molecular moral forces that work from individual to individual, creeping through the crannies of the world like so many rootlets, or like the capillary oozing of water, yet which, if you give them time, will rend the hardest monuments of man's pride."
—William James

"The only real danger is man himself."
—Carl Jung

"Every creative act of ours in relation to other people—an act of love, of pity, of help, of peacemaking—not merely has a future but is eternal."
—Nikolai Berdyaev

"To hope means to be ready at every moment for that which is not yet born, and yet not become desperate if there is no birth in our lifetime. There is no sense in hoping for that which already exists or for that which cannot be. Those whose hope is weak settle down for comfort or for violence. Those whose hope is strong see and cherish all signs of new life and are ready every moment to help the birth of that which is ready to be born."
—Erich Fromm

"An uncriticized culture cannot long endure."
—Robert M. Hutchins

"Few will have the greatness to bend history itself, but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."
—Robert F. Kennedy

"I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality.

"I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits. I believe that what self-centered men have torn down, men other-centered can build up. . . I still believe that we shall overcome."
—Martin Luther King, Jr.
(upon receiving the Nobel Peace Prize)

"Mankind's sole salvation lies in everybody making everything his business: in the people of the East being vitally concerned with what is thought in the West, the people of the West vitally concerned with what goes on in the East."
—Aleksandr Solzhenitsyn

"We are going to have to find ways of organizing ourselves creatively, sanely, scientifically, harmonically and in regenerative spontaneity with the rest of humanity around earth. . . . We are not going to be able to operate our spaceship earth successfully for much longer unless we see it as a whole spaceship and our fate in common . . . . It has to be everybody or nobody."
—Buckminster Fuller

Gandhi on Children

"If we are to reach real peace in this world, and if we are to carry on a real war against war, we shall have to begin with children. And if they will grow up in their natural innocence, we won't have to struggle, we won't have to pass fruitless, idle resolutions, but we shall go from love to love and peace to peace, until at last all the corners of the world are covered with that peace and love for which, consciously or unconsciously, the whole world is hungering."

"Those who want to build up the structure of independence from its very foundation dare not neglect the children."

"Yes, it is little children like you who will stop all war. This means that you never quarrel with other boys and girls, or among yourselves. You can't stop big wars, if you carry on little wars yourselves."

"Boys and girls became my teachers. I learned I must be good and live straight, if only for their sakes."

"Day by day it became increasingly clear to me how very difficult it was to bring up and educate boys and girls in the right way. If I was to be their real teacher and guardian, I must touch their hearts. I must share their joys and sorrows, I must help them to solve the problems that faced them, and I must take along the right channel the surging aspirations of their youth."

"Amtul, let her come. Children are my life."

About Children

"When I approach a child, he inspires in me two sentiments: tenderness for what he is, and respect for what he may become."

—Louis Pasteur

"Talk of Columbus and Newton! I tell you the child just born in yonder hovel is the beginning of a revolution as great as theirs."

—Ralph Waldo Emerson

"The suffering of little children is not what is so intolerable, but the fact that it is undeserved."

—Albert Camus

"Every child comes with the message that God is not yet discouraged of man."

—Rabindranath Tagore

"In every child who is born, under no matter what circumstances, and of no matter what parents, the potentiality of the human race is born again."

—James Agee

"Somehow the fact that ultimately everything depends on the human factor gets rather lost in our thinking of plans and schemes of national development in terms of factories and machinery and general schemes. It is all very important and you must have them, but ultimately of course there is a human being that counts, and if the human being counts, well he counts much more as a child than as a grown-up."

—Jawaharlal Nehru

"The child did not ask to be born, and pleads with no other argument than his poor body which reveals undernourishment, an unhealthy environment, and poverty . . . . We are guilty of many mistakes and many sins, but our worst crime is abandonment of the child, neglecting the fountain of life. Many of the things we need can wait. The child cannot. Right now is the time his bones are being formed, his blood is being made, and his senses are being developed. To him we cannot answer 'Tomorrow.' His name is 'Today.'"

—Gabriela Mistral

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Activity Guide

ORGANIZING AN ACTIVITY

ESTABLISH YOUR GOALS

Before selecting an activity it is important that you outline the reasons for organizing an event in order to firmly establish your goals and set your objectives. This will serve as a basis for evaluating your activity upon completion. For example, you may want to increase community awareness of a particular issue; expand the visibility of your group within the community; or provide a structure for an annual activity through which new members can be recruited, while raising funds for the U.S. Committee for UNICEF.

SELECT AN ACTIVITY

Your next step is to select an activity. The Activity Sheets in this kit will provide some suggestions and vary as to focus and level of sophistication. Factors to consider when choosing an activity include: number of participants; age of participants; amount of preparation time for the activity; the experience of the individuals organizing the event; and the level of complexity desired in an event.

ORGANIZE THE EVENT

Committee: After selecting an activity, a committee should be formed to organize the event. A committee can include anywhere from 3 to 20 people depending on the complexity of the event and the available resources. Included on each of the Activity Sheets is an outline of job responsibilities to be considered when forming a committee and delegating responsibilities.

Timeline: After the committee is formed, set a date for your activity and establish a timeline for all preparatory actions to be completed. Review community calendar for conflicting events.

Budget: It is important to establish a budget for almost all activities. In preparing the budget, the following items must be considered:
(1) Projected costs: List all possible expenses related to your activity including equipment, materials, promotion, and technical assistance. Analyze all items that could be donated in order to cut costs. Any items incurring substantial expense should be considered for underwritten grants from local businesses or individuals.
(2) Projected income: Make a projected income statement based on admission fee, ticket price or other revenue generator, and anticipated participation. If unsure, make a low estimate in order to ensure a profitable income/expense ratio.

A bookkeeping system should be established in order to track expenses and income accurately. A separate bank account may be necessary depending on duration and size of operating budget.

Publicity: A publicity campaign will enhance any event and can be vital to its success. Guidelines for publicity planning are included in this folder.

FOLLOW-UP

Following the event, make sure proper recognition and thank you's are given. Compile records of your activities for future reference, including organizational structure, financial statement, and list of participants and sponsors.

Evaluation: Evaluate your program according to the goals you previously established. Note any particular problems or unforeseen circumstances in order to plan more flexibly in the future.

A Program Questionnaire has been included along with the Activity Sheets. Please return this form to the Gandhi Awareness Program, U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016 upon completion of your event, so that we are better able to serve your needs and interests.

PUBLICITY PLANNING

A successful publicity campaign makes clear, concise information about your event (date, time, place) available to the maximum number of people in your community. The most effective means of communicating this information is through your local newspapers, radio and TV stations.

Before you begin your campaign, compile a media contact list. If you already have one, make sure it is current. List every local media outlet. Include all newspapers, magazines, radio and TV stations, community and company newsletters and bulletin boards, school and college publications, and church bulletins. If you are not experienced in publicity and public relations, try to establish a working relationship with print, radio and TV professionals to gain advice and information before developing your campaign strategies.

PRINT MEDIA

Press Release: The press release outlines the details of your event. In writing the release, remember to answer those journalistic five W's: who, what, when, where, why. Play up details such as an important guest of honor, a good photo opportunity, or any local angles. Always double space your typewritten release, and include a name and phone number for the media to contact for verification.

Editorial: A prepared editorial can also be used as a suggestion to the paper's editor, for use on the day or during the week prior to your event.

Letter to the Editor: The letter to the editor is an excellent way to highlight local citizen involvement and to generate additional community interest in your event. Write letters before and following your event to thank the community for its involvement.

RADIO

Radio offers several opportunities to promote your event. The most common technique used is the *Public Service Announcement* and the *Community Calendar* listings. Nearly every radio station has a Community Affairs and Public Service Director. Call your local stations to find out the person's name, then call and ask how far in advance you should send a press release or announcement to the station. (One month's lead time is average.)

Public Service Announcements are generally written in 10, 20, and 30 second time blocks. They are designed to be read over the air by the station's announcer. The radio station can also be approached for community access interviews, which are usually pre-recorded at the station and are 5 to 10 minutes in length.

TELEVISION

Television media planning is similar to radio in that your contact will probably be the Community Affairs Director. Local television stations should be included on your mailing list and should receive copies of all your releases. Cable television also can be very valuable to your community public relations efforts. Cable offers the opportunity to pinpoint your message effectively to a local audience and generally has a "Community Bulletin Board" listing.

A final note on radio and television: Don't neglect any college or university stations that may operate in your area. They can be very helpful and easy to work with.

ACTIVITY GUIDE

Family Activities
Feast or Famine Banquet
House of Worship Tour
Hunger Awareness Week
International Festival
"Missing Links" History Game
Other Awareness Activity Suggestions
Program Questionnaire
Read-A-Thon
Riddles and Puzzles/Models
Role Playing
Workshops

U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016

83-50M-No. 35030-SP

This activity can be used to promote better reading habits as well as to encourage in-depth research of a particular topic, such as the life and principles of Mahatma Gandhi or international peace issues.

ACTIVITY DESCRIPTION

A read-a-thon is begun by establishing criteria of eligibility for books (by length, reading level, and/or topic) and disseminating a bibliography of suggested books (for suggested titles, see the Bibliography in the *Source Book*). The project deadline is set according to your desired length of time. Participants are given a "sponsor sheet" on which they solicit pledges of money for each book they read. Group leaders monitor the individual and collective progress of the group. Upon completion of the project, individuals submit an essay on the central topic of the project or a selected theme. The group contribution is totaled and discussion is focused on what that money can do in terms of international development efforts and UNICEF's goals, and how this relates to the themes of the books read.

Options / Adaptations

- Solicit pledges for matching funds from local libraries, bookstores, businesses, or individuals.
- This activity may be used as a contest between classes, schools, and other youth groups, with each focusing on different issues such as disarmament, world food distribution, and global health issues. A final report or summary is submitted by each group upon completion of the project.

ORGANIZING THE EVENT

Within a single class or group, the read-a-thon requires little or no delegation of authority and may be coordinated by a single person. However, in order to recruit wide community participation, the following delegation of tasks is recommended.

Coordinator. Delegates responsibility and coordinates all activities pertaining to the event.

Publicity. Coordinates all publicity and promotional aspects of the activity through the organization's publications, church bulletins, posters, etc.

Community outreach. Outlines community participation network and potential support groups (churches, schools, youth organizations). Coordinates and monitors their involvement. Coordinates matching fund campaign.

Treasurer. Records and tracks individual and group pledges. Performs bookkeeping, prepares financial report, and submits final contribution.

ADDITIONAL IDEAS AND COMMENTS:

This activity can be carried out by groups of all ages in a variety of settings. It involves little or no preparation and requires no specific skill or talent. Role playing can be an enjoyable, educational way of promoting a better understanding and greater awareness of individuals or events in our history that have contributed to the spirit of international development and cooperation.

ACTIVITY DESCRIPTION

Role playing is an unrehearsed, dramatic enactment of a situation involving one or more persons. In this particular exercise, the participants play the role of individuals such as Gandhi, Nehru, or Martin Luther King, Jr. in specific situations or in the context of an historical event. The purpose of this exercise is to provide the group with a chance to transform the ideas and principles of historical figures into action, and thereby gain greater insight into the universality of human relationships.

Options / Adaptations

- Provide the participants with a scenario or script in advance of the session if you prefer structured role playing. Contents may vary from a three- or four-page scenario or plot description to a conventional dialogue script.
- Encourage spontaneous role playing in which the emphasis is on discovery, experimentation, and innovation. Little guidance is given to the group in advance of the activity.
- Include a contest as part of your role playing activity. A panel of judges rates each team of role players on their creativity and execution.

ORGANIZING THE EVENT

The amount of preparation necessary for this activity depends on the type of role playing that is to be done. However, the following are basic areas of responsibility to be covered.

Coordinator. Responsible for delegation of assignments and overall coordination of the project.

Writer. Develops concepts to be introduced to the group as role playing models. (Drafts scenario or script if structured role playing is used.)

Group leader or director. Works closely with coordinator. Is responsible for creating interest in the activity and encourages participants to accept roles. Requires the sensitivity to stop the role play when it becomes threatening, silly, or overly dramatic.

ADDITIONAL IDEAS AND COMMENTS:

HUNGER AWARENESS WEEK

This activity is a week-long project focusing on the issue of hunger on the international and local level.

ACTIVITY DESCRIPTION

The group makes a commitment to give up snacks and desserts for an entire week and donates the money that would have been spent on these items to help needy children around the world. The project begins with a film on worldwide hunger and a discussion of its global impact. During the week, individual participants examine the presence of hunger within their own community and explore the current methods of dealing with this problem. At the end of the week, the group convenes to total its contributions and to discuss the potential impact of its donation. It then outlines its findings on local hunger and determines how adequately current actions are meeting present needs. The discussion should cover the steps that can be taken to further address local and international issues on hunger.

Options / Adaptations

- Schedule group outings to soup kitchens, community food pantries, or other central locations involved with the problem of local hunger.
- Schedule a speaker during the week to discuss international hunger issues, followed by a group discussion.
- Begin and/or end the project by skipping an entire meal to further emphasize hunger awareness. Use this time for group discussion and add the money to the contribution fund.
- Solicit matching funds from local merchants, organizations, or individuals for the total group contribution. Send thank you's and tell them what the contribution will mean to the children of a developing country. This information is available from the U.S. Committee for UNICEF.

ORGANIZING THE EVENT

For small groups, this activity can be coordinated by one or two individuals. For large groups, or to enhance individual participation, the following suggests an outline of responsibilities to be delegated.

Chairperson. Coordinates overall program. Outlines and delegates individual project tasks. Arranges for film showings and speakers.

Publicity. Outlines and coordinates all publicity and promotional procedures such as press releases, recruitment notices in bulletins and newspapers, publicity of speaker (if applicable), etc.

Secretary. Records group findings and recommendations on local hunger. Arranges local field trips, acts as treasurer and financial reporter.

ADDITIONAL IDEAS AND COMMENTS:

HOUSE OF WORSHIP TOUR

A house of worship tour can be an enjoyable and educational fundraiser, fostering closer ecumenical ties in your community. This activity can be undertaken by even the most inexperienced organizer or can be expanded upon to a more complex level. Any variation will serve to broaden the religious and artistic horizons of participating groups.

ACTIVITY DESCRIPTION

A house of worship tour is a walking tour of various churches, synagogues, mosques, etc. in your district. The religious leaders of these houses conduct the tours, which may include a description of the architecture, the meaning of certain artistic works, and a brief description of their services. Rituals and traditions of each particular denomination should also be highlighted. A house of worship tour may include a small group from your own church or be expanded to include a broad range of individuals from the entire community. All participants pay an entrance fee and are given a brochure containing a brief description of the places to be visited, the name and the title of the speaker in each location, and a basic map of the route to be taken.

Options / Adaptations

- Sell tickets before the event, at which time individuals receive a program outlining the particular places to be visited and giving a brief history of the religion. Also include information on membership, geographical distribution, recognized holy days, and specific rituals and traditions unique to each denomination.
- Add a musical note to your tour by arranging to have in-house choirs or vocalists perform a song unique to their tradition or service.
- Conclude the event by convening back at the first location for refreshments and discussion.

ORGANIZING THE EVENT

The complexity and number of responsibilities involved in preparing for this event depend on the particular adaptation and audience range. Below are listed the basic areas of responsibility to cover when organizing the group.

Chairperson. Performs overall coordination of activities pertaining to the event. Outlines tasks and delegates responsibilities. Contacts religious leaders of places to be toured.

Publicity. Outlines and organizes publicity efforts through church bulletins, newspapers, radio, etc. Designs and produces programs and maps. Ensures recognition of appropriate individuals following the event.

Tour guide coordinator. Arranges for the guidance of participants to proper locations. Recommended: one guide per 10 people. Coordinates musical performances (optional). Arranges for refreshments (optional).

Treasurer. Prepares budget and outlines costs against projected income. Accounts for funds and submits contribution.

NOTES

- You may wish to conduct a series of tours in one day to accommodate a large number of participants. Have visits timed to ensure a smooth operation.
- For a relaxed pace, plan to visit a maximum of four houses of worship per outing.
- Check insurance coverage of locations if you plan on taking a large group.
- Try to have all services and materials donated, including printing and, possibly, flowers to place in the house to be toured. House of worship tours are great community booster events and should be supported by local agencies.

ADDITIONAL IDEAS AND COMMENTS:

"MISSING LINKS" HISTORY GAME

The "missing links" history game is an activity for groups ranging in age from junior high school to adults. The game can be part of a classroom activity or a party game, and promotes an understanding of world history.

ACTIVITY DESCRIPTION

Depending on the number of participants, the group is broken down into teams. The object of the game is to identify an important event or events that took place in a certain year, or to identify the year in which a particular event took place. "79 Remarkable Years" lists the important events of Gandhi's life along with international events that occurred at the same time, and should be used as a resource. This information can be expanded upon depending on the age and sophistication of the group. The events chosen for inclusion in the activity should provide an awareness of the interrelationships between nations and the development of specific ideas in history. The team with the highest number of correct responses wins the game.

Options / Adaptations

- Instead of breaking the group into teams, have each participant respond to questions on an individual basis. The individual with the most correct responses wins the game.
- For "history buffs," the game can be made more complex by expanding the timeline by several hundred years. In addition, two or three related questions have to be answered correctly in order to win any points.
- The preparation and distribution of materials is optional. For a structured classroom game, you may wish to distribute materials several days in advance of the activity for study and review.
- Team members/individuals may wish to donate a specific amount of money for each question they answer correctly. This would generate an atmosphere of competition and fun as groups attempt to raise the largest sum for the U.S. Committee for UNICEF.

ORGANIZING THE EVENT

This activity can require some preparation of materials or can be carried out spontaneously by groups with a good background in history. In either case, the role of coordinator is an important one.

Coordinator. Responsible for the delegation of assignments and overall coordination of the project.

Researcher(s). Responsible for the research/development of materials/information to be used for the activity.

Team captain. Responsible for representing individual team members and making team decisions. Coordinates study sessions and motivates group as necessary.

Scorekeeper. Responsible for accurately recording and tallying winning points.

ADDITIONAL IDEAS AND COMMENTS:

FEAST OR FAMINE BANQUET

A feast or famine banquet can be held at any time of the year and is often used to highlight a particular religious holiday through celebration and/or reflection. This activity focuses on world food distribution and comparative population density.

ACTIVITY DESCRIPTION

Tickets are sold at a fixed price for a "Feast or Famine Banquet." On each ticket is a letter or number corresponding to a particular table. Each table is the same size but all vary in the number of chairs, from only one or two, to 25-30 at one table. After everyone is seated, the food is served. There are two basic menus for the dinner: (1) a three- or four-course meal including meat, dessert, and beverage, and (2) rice, beans, water, and bread.

Each table gets all or part of one of these menus. All food is placed in the middle of the table rather than served individually. Some tables provide enough food for twice the number of people seated; some barely enough.

INTERPRETATION

The individual tables represent particular countries or regions of the world, and the number of people assigned to each represents the comparative population density. This activity is intended to highlight the disparity in food availability in countries throughout the world.

Options / Adaptations

- Follow up the activity with a discussion of participants' reactions to the event. Discuss the impact of worldwide hunger and individual responsibility.
- Identify each of the tables as a particular country or region, and provide facts and statistics relating to food availability in that area. Follow up with a discussion highlighting that country. You may also want to show a related film.
- Follow the activity with a speaker focusing on worldwide hunger and its impact on a particular region. Provide resource materials to supplement the lecture.
- One way of dividing food among participants would be to allocate to: 6% of the diners a full course meal; 33% of the diners a meal of rice and vegetables; 61% of the diners a bowl of rice and a glass of water. These percentages roughly estimate worldwide food distribution.

ORGANIZING THE EVENT

This activity can be organized by a small committee and can be made more elaborate depending on the number and skills of the volunteers. The following is a list of various areas of responsibility that should be delegated to different individuals and that can be altered to suit your particular needs.

Chairperson, coordinator. Delegates responsibilities and coordinates all activities pertaining to the event.

Materials and equipment. Arranges for the donation or acquisition of all necessary materials and equipment, such as dining location, food, tables and chairs, table setting, etc.

Publicity. Outlines and coordinates all publicity and promotional procedures such as press releases, banners, posters, radio PSA's, and church-bulletin announcements. Ensures recognition of appropriate individuals following the event.

Tickets. Arranges for the design, production, and sale of tickets. Arranges for ticket-takers at the event.

Food. Designs menus, arranges for food servers, coordinates kitchen activities, arranges for clean-up.

Treasurer. Establishes budget, outlines expected costs against projected income (ensures proper profit-margin), accounts for funds, and submits contributions.

NOTES

- It is important that people be assigned to tables by chance, so random ticket-purchasing must be ensured.
- Food servers should be instructed not to say anything while serving the food.

ADDITIONAL IDEAS AND COMMENTS:

The family is a point of focus which holds a special place in the ideals of Gandhi and the goals of UNICEF. It is appropriate, then, that the family be used as a starting point for awareness activities, bringing a more immediate and personal commitment to the ideals by which Gandhi lived his life.

The following activity suggestions should be used in a way that encourages the full participation of all family members. The chosen project or projects should provide an opportunity for discussion and reflection, and can adopt a variety of focuses. Just as individual activities are designed to be flexible in their structure and interpretation, the word "family" may be defined in the strict sense of the word, or broadened to include other individuals.

ACTIVITY DESCRIPTIONS

MEATLESS/TREATLESS MEALS

Family members agree to give up meat and desserts for a given period of time. In addition, any regularly scheduled trips to restaurants are cancelled in favor of eating at home. Money that would have been spent on eating out is contributed to the U.S. Committee for UNICEF. Discussions at mealtime should revolve around the symbolic gesture these actions represent as well as the reality of world hunger.

Option / Adaptation

■ Each mealtime serve a vegetarian side dish or main course representative of a different country. Mealtime discussion then revolves around the economic factors relating to that region as well as malnutrition and the nutritional value of particular foods.

FAMILY CONTACT WEEK

Family members make a commitment to devote one week to cooperative activities, with the intention of spending the maximum amount of time together raising awareness of —and funds for—international concerns. A topic, such as the life and ideals of Mahatma Gandhi, is selected as a focus. During the week individual family members research the chosen issue for discussion at a regularly scheduled time. The activity is supplemented by fund-raising activities, such as:

Stay at home nights. Family members agree to forego regular trips to restaurants, the theater, movies, etc. The money saved is given as a donation.

Chores for UNICEF. Encourage children to do extra chores around the house. A set donation is made by parents for each chore completed.

Television/radio turnoff. Make a pact that for a given period of time, members of the family will abstain from listening to the radio or watching television. For each minute that the television or radio is switched on, a set fee is put aside as a donation.

READ-A-THON

Parents or guardians sponsor a read-a-thon within their family group, whereby a select theme is chosen, such as a foreign culture or world peace. Sponsors agree to donate a set amount of money for each book read during an established period of time. At the end of the project, a family discussion is held to summarize and review information obtained.

COMMUNITY CHORES

Family members make a list of community tasks that need to be accomplished, such as park clean-up, painting a neighbor's fence, cleaning out gutters, etc., while paying particular attention to those tasks that certain residents are unable to perform themselves. Tasks are then assigned to individual family members.

Option / Adaptation

■ Solicit donations for tasks performed from individuals and businesses as a way of involving the community. For example, the local dry cleaner sponsors the shoveling of an elderly couple's sidewalk.

ADDITIONAL IDEAS AND COMMENTS:

PRESENTATIONS
There are many types of presentations that can be used as vehicles for information. Whichever one you choose, the presentation should deal with some aspect of Gandhi's life and beliefs, his contribution to humanity, and the relationship of UNICEF's development programs and strategies to Gandhi's teachings and practices. A lecture may be used, and a forum may be added by including a question-and-answer period after the lecture. If a panel discussion is preferred, three or more panelists and a reader should be chosen to present a selected topic. A forum may also be added.

INTERNATIONAL WEEK OR MONTH
This activity can be used in schools as part of a week- or month-long program combining geography, environmental studies, social studies, comparative religion, the arts, and global affairs. Extensive research and discussion as part of the curriculum and assigned projects culminate in an international night, featuring a dinner accompanied by ethnic music, decorations, and traditional dress. Tickets are sold for the event.

LETTER WRITING/STORY TELLING
The overall group should choose a specific topic related to Gandhi and/or UNICEF as their letter or story theme. Each group member is given the opportunity to write one paragraph and pass the letter or story on to the next individual. The final letter or story is read to the group and a general discussion follows related to the ideas expressed in the final piece. This activity can be modified and developed into a story-telling exercise.

A NIGHT IN...
Select a country or part of the world that your group has a special interest in or desire to research. An evening event featuring dinner, music, traditional dress, and possibly crafts of a particular locale can be a popular event in your community as well as a learning experience for your group. You may wish to honor or simply invite community members native to that land. A speaker could be added to discuss economic concerns or cultural highlights unique to the region.

GROUP COLLAGE
Individuals, subgroups, or groups may prepare collages with a central theme. The theme should exemplify the ideas of Gandhi that are still of universal significance today. Provide the group with ample space, plenty of newspapers and magazines, crayons, felt pens, glue, and scissors. Suggest to the participants that they cut out any pictures or words that are in any way suggestive of the theme. This activity is a creative, active means of awareness building. The completed collage(s) becomes the focal point for a group discussion.

MUSIC FESTIVAL
Organize a festival featuring music from different religious denominations and/or cultures. You may wish to select a specialized theme such as Indian music of the 19th century. This activity can be used to highlight a particular celebration or can be held at any time of the year. Supplement the event with background material on the selected theme. Sell tickets or have a suggested donation at the door.

DEBATE
The participants should be divided into two panels. The purpose of a debate is to engage in an "organized argument" regarding the value of Gandhi's theories and their validity in today's world. The work of UNICEF can be used as an example of Gandhian ideas in action. The panels should present opposing viewpoints by citing substantial examples to support their points. Each participant should be given ample opportunity to respond. This activity can be especially challenging and thought-provoking for groups with a firm understanding and working knowledge of Gandhi.

ADDITIONAL IDEAS AND COMMENTS:

Riddles and puzzles/models are fun and creative ways of learning new ideas. They can be adapted for any age group, regardless of size or affiliation. The riddles and puzzles/models should be designed to bring greater awareness of the role of every individual in promoting international understanding and cooperation.

RIDDLES: ACTIVITY DESCRIPTION

The overall group is divided into two (or more, as appropriate) subgroups. Subgroup A writes a series of riddles that relates to UNICEF and Gandhian philosophies and approaches. The riddles should bring together the historical and modern-day implications of these concepts. Additional riddles may require the identification of certain individuals, events, or ideas as they relate to the improvement and development of mankind. Subgroup B then attempts to solve the riddles. The groups reverse roles and repeat the activity. The subgroup with the most points wins the game.

Options / Adaptations

- Choose special themes for your riddles incorporating specific UNICEF concepts. A riddle theme might be "the joy of children."
- Incorporate a "riddle-writing" contest in your activity. Individuals submit their riddles to be reviewed by a panel of judges. The winning riddles are then used for the above designed activity.

PUZZLES/MODELS: ACTIVITY DESCRIPTION

The overall group is divided into subgroups. Choose a specific theme for your puzzle/model related to UNICEF/Gandhian philosophies and universal interdependence. The puzzle/model theme may be a UNICEF-assisted project or a village or nursery scene, a map of India indicating project sites, a group of happy children, etc. Once the puzzle/model theme is chosen, secure a large working area in which to design the puzzle/model, such as a gymnasium or church hall. Using newsprint, paper, chicken wire, glue, and other appropriate materials, each subgroup designs a section of the puzzle/model. For example, if a village project is the puzzle theme, one subgroup would build a mother and child, another would design a water well, and so on. The goal of the overall group is to cooperate so that each subgroup's piece of the puzzle/model will fit perfectly into the overall scene. While each subgroup builds their section independently, each must be aware of the work of every other group and communicate their ideas. The final result—a completed puzzle/model—represents the interdependence of humanity.

Options / Adaptations

- Design a money puzzle/model representing a huge dollar bill. Each piece of the puzzle/model is an individual bill note. The goal of the exercise is to have individuals pledge to assist in putting the puzzle together through their donations to the U.S. Committee for UNICEF. As donations are received, they are clipped over the puzzle design. The puzzle is completed when enough bill notes are received to make the huge dollar bill.
- Develop a "human puzzle/model" by using individuals as pieces of the puzzle/model. A theme can be chosen and accomplished by having each individual change his or her position or style and color of clothing.
- Have different groups compete for the design of the best puzzle/model. Each individual must donate a certain amount to enter the competition. The proceeds are contributed to the U.S. Committee.

ORGANIZING THE EVENT

Riddles and puzzles/models are enjoyable exercises for school groups or adults and can be used at any time of year employing appropriate seasonal themes, as well as general themes. The degree of preparation needed depends on the complexity of the activity chosen. However, the following is a suggested delegation of responsibility.

Coordinator. Responsible for the delegation of tasks and responsibilities and overall coordination of the activity.

Subgroup leader. Responsible for coordinating and overseeing activities of specific subgroups.

ADDITIONAL IDEAS AND COMMENTS:

An international festival is a program of ethnic entertainment, food, and crafts that can be used as a vehicle for promoting interest in and awareness of foreign cultures. The festival can be both an educational and fund-raising event.

ACTIVITY DESCRIPTION

The group should choose as their theme a specific country or culture. Committees should be formed for the purpose of exploring various aspects of that culture including food, arts and crafts, music, dance, and traditional dress. Each committee is responsible for researching a certain aspect of the festival. Its work would also include seeking out various resources pertaining to their area of responsibility (i.e., ethnic organizations and cultural literature), and incorporating new knowledge and outside expertise into the festival program. For example, the food and refreshment committee would research the types of food served in a particular country, select the most appropriate foods, and arrange to have those dishes prepared. They may wish to solicit the assistance of an ethnic restaurant, if available. The arts and crafts committee would be responsible for investigating the artwork native to that particular region. They would then approach local art museums, gift shops, and ethnic organizations about displaying their work. Members of this committee may wish, after research and instruction, to demonstrate and sell the crafts that they have learned to make.

Options / Adaptations

- Coordinate your activity with community ethnic groups who may render assistance and/or participate in the festival.
- Instead of focusing on a specific country or region, you may wish to center your festival around a general topic or theme (i.e., international music, dance, or food) and invite representation from international groups. For example, in creating an international food festival, each committee would be responsible for investigating the food of a different country or region. Committee members would then procure that type of food for the event. You may wish to have the preparation of unusual food demonstrated during the festival. Another option is to sell or make available recipes of the food that is being prepared and served.
- An international dance festival is another variation of this activity, in which a committee would be formed to study the dance of a variety of cultures. Committee members would solicit the support of ethnic groups within the community who would be able to demonstrate and teach their native dance. If these groups are not available, committee members would learn the dances of different regions via records and books so that they could demonstrate and teach the dances during the event. This festival can be made more colorful by including traditional dress.

ORGANIZING THE EVENT

This activity should be organized by a core committee since it entails so much preparation. Listed below are the general areas of responsibility to be considered. Each category can be easily expanded upon in order to increase the sophistication and subsequent appeal of the project.

Coordinator. Outlines tasks and delegates responsibilities. Responsible for overall coordination of project. Arranges cooperative efforts with appropriate ethnic groups and individuals. Investigates legal restrictions and regulations. Notifies proper authorities and arranges for available emergency services.

Publicity. Outlines and coordinates all publicity and promotional procedures such as newspaper ads, banners, posters, PSAs, bulletin announcements, etc. Coordinates press coverage (optional). Coordinates design and production of program booklet (optional).

Food and beverages. Supervises the research, selection, and preparation of food and beverages to be featured and sold at the event.

Entertainment. Supervises the research, review, selection, and execution of dance and music presentations for the festival. Prepares background materials on featured activities.

Arts and crafts. Supervises the research, review, selection, and creation of all artwork and crafts featured and sold at the festival. Prepares background materials to accompany items.

Logistics. Outlines and coordinates all logistical tasks involved in providing entertainment in the display and selling of food items and crafts. Researches, selects, and coordinates traditional dress to be worn during the festival. Coordinates all arrangements for decorations, displays, information booths, and press tables. Procures necessary equipment, ensures proper clean-up.

Finance. Establishes budget, outlines expected costs against projected income, ensures adequate profit margin, performs bookkeeping, prepares final financial report, submits contributions.

NOTES

- Rather than having patrons pay cash at each table or booth, you may wish to have items purchased by tickets sold at a central location.
- You may decide to charge an admission fee in addition to the sale of particular items, especially if elaborate decorations, dress, and entertainment are provided. An additional area of responsibility would then be ticket sales.
- Make sure that the proper authorities are notified of your event and that arrangements are made for emergency services, if needed. Carefully explore any legal restrictions or regulations such as fire-safety laws.
- You may wish to subsidize your event by organizing a direct-mail campaign. Additional lead time will be necessary to compile a mailing list and conduct the mailing.
- For bibliographies and additional information that will help you in planning your international festival (such as information on arts and crafts, food, games, songs, and dances as well as resources on individual countries), contact the Information Center on Children's Cultures, U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016. Phone: (212) 686-5522. (Please include a stamped, self-addressed envelope.)

ADDITIONAL IDEAS AND COMMENTS:

PROGRAM QUESTIONNAIRE

We would appreciate your filling out this questionnaire in order to provide us with information vital to the development of this kit and the overall program. Please include any information that would help describe your program and give us feedback on the materials provided. Please return this questionnaire to **Gandhi Awareness Program**, U.S. Committee for UNICEF, 331 East 38th Street, New York, N.Y. 10016. Thank you.

Name _____

Organization: _____

Address _____

City _____ State _____ Zip _____ Tel: _____

About the Activity

Name of activity: _____

Activity goals: _____

_____

_____

Were the goals achieved to your satisfaction? ( ) Yes ( ) No

Please elaborate, if necessary: _____

_____

_____

When was it held? _____
(Date)

Where was it held? (church, school, other) _____
(Location)

City, town, state: _____

Age range of participants: _____

Number of participants: _____

Was this event connected to a specific community or religious holiday, or seasonal celebration? ( ) Yes ( ) No

If yes, please elaborate: _____

_____

_____

Was your activity modeled on one of the detailed suggestions provided? ( ) Yes ( ) No

If yes:

Were the activity suggestions provided helpful? ( ) Yes ( ) No

Are there any changes or additions you recommend? ( ) Yes ( ) No

If yes, please elaborate: _____

_____

_____

_____

_____

If no, please briefly describe your event:

_____

_____

_____

_____

(If you are out of space, please use reverse side.)

ORGANIZATION

How was this event organized?

Who/what organization sponsored the event? _____

_____

Who was involved in the planning? _____

_____

Number of organizers required for this project: _____

How long before the actual project did the work on it begin? _____

Was that enough time? ( ) Yes ( ) No

PUBLICITY

How was the event publicized? (newspapers, radio, TV, etc. Please elaborate.)

_____

_____

How successful was the publicity? _____

_____

_____

_____

_____

_____

Was the publicity guide helpful? ( ) Yes ( ) No

If applicable, please enclose any newspaper clippings pertaining to this event.

FINANCES

Overall overhead costs: _____

Initial investment: _____

Ticket price/admission fee: _____

Total monies raised: _____

Total monies turned over to the U.S. Committee for UNICEF: _____

ADDITIONAL COMMENTS: _____

_____

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ACTIVITY DESCRIPTION
Workshops offer an opportunity for small groups to study, discuss, and share ideas about a particular topic and to form a consensus of opinion for subsequent action.

Workshops are most likely to succeed when the following conditions have been met: objectives stated clearly; workshop participants carefully selected in terms of the objectives to be achieved; groups limited to 10 or fewer; agenda prepared and distributed to workshop participants; workshop participants properly grouped by level of sophistication; sessions planned for length and frequency; adequate facilities provided; workshop material carefully selected and well prepared; minutes prepared and distributed; decisions from workshop carried out as ongoing action steps.

ORGANIZING A WORKSHOP
■ *Develop a workshop program.* This includes selecting a topic for discussion, deciding on the type and length of sessions to be held, and the method of presentation. It also involves obtaining speakers, discussion leaders, panel participants, recorders, and other resource people. Prepare a draft of the final program.
■ *Provide for all the physical facilities.* This includes not only meeting rooms, but also chairs, tables, chalkboards, audiovisual equipment, etc. (This means close contact with the institution that will house the workshop, if it is not your own facility.)
■ *Publicize and promote the workshop to potential participants.* Publicity should also be directed, in most instances, to the entire membership of the organization, to related organizations, to the news media, and to the community.
■ *Provide registration services.* This is important, no matter how small the workshop.
■ *Evaluate the workshop.* Evaluate the workshop according to the goals you previously established.

WORKSHOP STRATEGY RECOMMENDATIONS: FOR GROUPS WITH LITTLE OR NO KNOWLEDGE OF GANDHI

ACTIVITY DESCRIPTION
A two-hour workshop in which an overview of Gandhi's life and major contributions to humanity are discussed. Emphasis will be placed on UNICEF's utilization of Gandhi's concepts. To set up a workshop, the group should decide on a theme or topic, choose a presenter for the workshop, and choose a recorder.

SUGGESTED FORMAT: 2-HOUR WORKSHOP
I. Introduction by Presenter: 30 minutes
Overview: 20 minutes
■ Suggested materials:
"A Spirit for Our Time: Mahatma Gandhi"
"Ganchi: A Brief Biography" (Use "79 Remarkable Years" as a support piece)
Discussion of chosen topic: 1 hour
(break)

II. Small Group Discussion: 1 hour
■ Break down large group into smaller groups. (If group is under ten members, stay in one group.) All group members discuss their understanding of the chosen topic and share their questions. Gandhi's principles and their application to the world today, as evidenced in UNICEF-assisted projects, will be emphasized.
■ Suggested materials:
See specific topics in *Source Book,* i.e., health and hygiene, water and sanitation, nutrition and self-reliance, women and development, etc.

WORKSHOP STRATEGY RECOMMENDATIONS: FOR GROUPS WITH AN AVERAGE KNOWLEDGE OF GANDHI

ACTIVITY DESCRIPTION
A half-day (three to four hour) workshop in which a specific theme relating to Gandhi is discussed. Emphasis is on UNICEF's development strategies and programs and how they relate to Gandhi's teachings and practices. To set up a workshop, the group should decide on a theme or topic; choose a panel that will present a series of Gandhi's concepts relating to a specific theme (select a chair for the panel); and choose a recorder for the workshop.

SUGGESTED FORMAT: HALF-DAY WORKSHOP
I. Introduction by Panel: 30 minutes
Overview by panel chair: 10 minutes
■ Suggested materials:
"A Spirit for Our Time: Mahatma Gandhi"
"Gandhi: A Brief Biography"
Brief introductory statement by each panel member relating to a specific theme. Each panel member should focus on a different point of view: 20 minutes.
(break)

II. Small Group Discussion: 1½ hours
■ These discussions will give the participants an opportunity to react to the panel discussion. They will also lead to action steps that will incorporate aspects of Gandhi's teachings into their ongoing programs.
■ Suggested materials:
See specific topics in *Source Book,* i.e., education and training, appropriate technology, community participation, etc.

III. Overall Group Discussion: 45 minutes
■ All group members come together. Small groups report back to the entire group for general discussion.

WORKSHOP STRATEGY RECOMMENDATIONS: FOR GROUPS WITH EXTENSIVE KNOWLEDGE OF GANDHI

ACTIVITY DESCRIPTION
A six-hour (one-day) workshop is recommended; however, if necessary, two three-hour sessions over two days should be scheduled. The emphasis of this workshop should be placed on the complexities of reintroducing, maintaining, and reinforcing Gandhi's concepts and UNICEF's development strategies in today's world. Strong consideration should be given to the complex technological problem-solving approaches that increasingly thwart the recognition of human values.

To set up the workshop, the group should decide on an overall theme that lends itself to long-term activity, prearrange small groups, and select a presenter and a recorder for each group.

SUGGESTED FORMAT: FULL-DAY WORKSHOP
I. Initial Session: 1½ hours
■ Each small group begins by discussing reading materials that have been given to them at least one week prior to the session.
■ Suggested materials:
Source Book
The Life of Mahatma Gandhi by Louis Fisher
The Words of Gandhi, selections and introduction by Richard Attenborough
See Bibliography in the *Source Book* for additional suggestions
(break)

II. Overall Group Discussion: 1 hour
■ Each small group presenter or recorder will present the initial thoughts that came out of the small group discussions. They will also present three specific steps for consideration as ongoing action steps after the workshop has ended.
The entire group will agree on a priority listing of three action steps chosen from the total number presented.

III. Small Group Discussion: 1 hour
■ The small groups will reconvene and develop specific strategies for carrying out one of these action steps.

IV. Overall Group Discussion: 1 hour
■ Each small group presenter or recorder will present specific strategies relating to their chosen action step. Where there are similar action steps, strategies should be combined. The group should choose one action step. New small groups should be chosen, based on their willingness to work together, to carry out the action step.

V. New Small Group Discussion: 1 hour
■ Small groups meet to schedule a timetable, agree on areas of responsibility, and design detailed strategies.

VI. Conclusion: ½ hour
■ The overall group shares their final discussion on "next steps."

(please use reverse side.)

DEVELOPING A WORKSHOP

Assessing Your Group

How much does your group know about Gandhi?

Who are the persons that can play key roles in this awareness program?

Do you have ongoing programs to which the awareness program can be related?

Worksheet for Assessment

Name of group: _____

Persons involved: _____

Examples of possibilities for developing the workshop: _____

Specific areas of concern that need to be addressed:

Are there other individuals or organizations that might be in your workshop? If so, please list:

ADDITIONAL IDEAS AND COMMENTS:

Foods of India

Many of the activities suggested in this Gandhi Awareness Kit involve food. Numerous cookbooks are available of Indian and other international recipes. But as a start, through the courtesy of Air India, here are some instructions for a few Indian dishes:

Chicken Curry

1 chicken (jointed)
2 onions finely sliced
4 cloves garlic sliced
2 ozs. cooking fat
2 cardamoms
2 cloves
Salt to taste
1 2 in. stick of cinnamon
1 dessertspoon ground coriander
½ teaspoon ground turmeric
½ teaspoon ground ginger
½ teaspoon ground cummin
A little red pepper

Fry onions, garlic, cloves, cardamoms and cinnamon in the fat and when onions are golden brown, add other ingredients. Mix well and cook on low flame for 5 minutes. Then add pieces of chicken and fry in curry mixture, stirring occasionally to prevent burning.

Add enough water to form a thick gravy. Then cover pan and simmer until chicken is tender.

Squeeze lemon juice over curry before serving.

Lentil Curry

1 lb. red dal (lentil)
Ghee or butter
2 red chillies
½ teaspoon turmeric
½ teaspoon cummin seed
4 cloves garlic
Small piece of ginger
Fresh green coriander
2 medium onions
2 tomatoes

Boil the lentils with one finely chopped onion and the turmeric powder. When soft, remove from the heat.

In a separate pan, heat butter and fry sliced onions and when lightly brown add ground spices.

Fry well and mix with the boiled lentils. Allow to simmer, adding chopped tomatoes and coriander.

Fried Rice

1 cup rice
2 onions (chopped fine)
12 cardamoms
4 pieces cinnamon
4 to 6 black peppercorns
1 tablespoon cooking fat or butter
1 teaspoon salt
12 cloves
1 teaspoon sugar

Wash rice thoroughly. Heat the butter in a large pan and fry the onions.

Crush the spices and add to the onions together with the sugar and fry till golden brown. Pour in two and a half cups of water and the salt, when it has boiled for a couple of minutes add the rice and cook till water evaporates.

Lower the heat and if possible leave in a hot oven to dry.

Yoghurt Salad

2 tomatoes
¼ cucumber
A few radishes
A few spring onions
2 cartons yoghurt
Pinch of salt
Pinch of chili powder
Paprika to decorate

Skin and chop the tomatoes, slice the cucumber, slice the radishes and chop the onions. Place all the ingredients, except paprika, in a bowl and mix together. Chill, serve sprinkled with paprika.

Air India has generously provided to the U.S. Committee for UNICEF informational leaflets on the national dress of India and on India's music and dance. Should you like to receive copies, please send your request to: Gandhi Awareness Program, U.S. Committee for UNICEF, 331 East 38th Street, New York, New York 10016.

Mahatma Gandhi's Life

Mohandas Karamchand Gandhi is born. (Mahatma is not his first name but a title given him by his followers, which means "Great Soul"—this term embarrassed him because he didn't think he deserved it.) Later he was also known as "Gandhi-ji" ("ji" is an Indian way of expressing affection). Many people also called him "Bapu," which means father.

Gandhi's parents are uneducated but good people. It is a happy family. He is one of four boys. He is very strongly influenced by his admiration of and affection for his deeply religious mother, who frequently fasts for purification and penance, a habit he too adopts in later years.

Gandhi goes to primary school, and is betrothed (at age 7) to Kasturbai, whom he marries when he is 13. In later life he fights against the age-old Indian custom of child marriage, both as an aid to family planning and population control and because he deplores the unhappiness that can result when husbands and wives are immature.

Gandhi enters high school, is only an average student, plays pranks and is occasionally disobedient (secretly smokes and eats meat, against his parents' rules), but never lies.

Gandhi is married. He loves his wife "passionately," but is distressed that she is illiterate and resists his efforts to teach her. He is a demanding, rather dictatorial husband, but she is a spirited girl and gradually, through her sweetness and independence, wins him over. In later years he credits her with teaching him the value and power of nonviolent resistance and claims that she was the real inventor of Satyagraha (the name he coins for "Truth Force," the procedure he develops for civil resistance, aimed at persuading and converting one's enemies rather than hurting them, and the tactic later borrowed by Martin Luther King, Jr. in the American civil rights movement).

Other Events

1869 The Suez Canal opens. The U.S. gets its first transcontinental railroad. Wyoming (a territory, not yet a state) becomes the first part of the U.S. to grant women's suffrage. The first intercollegiate football game is held.

1870 For the first time, a black man is elected to the U.S. Senate: Hiram Revels from Mississippi.

1871 Franco-Prussian War begins (1870–1871).

1872 Bertrand Russell is born.

1873 The first kindergarten in the U.S. opens (in St. Louis). The first lawn tennis game is held (in Wales).

1874 The International Postal Union is founded. Winston Churchill is born.

1875 Carl Jung and Albert Schweitzer are born.

1876 The telephone is invented. The 13th Dalai Lama is born.

1877 The Russo-Turkish War begins (1877–1878). The phonograph is invented.

1878 Martin Buber is born.

1879 War between the British and Zulus. The electric light bulb is invented. Christian Science is founded by Mary Baker Eddy and the Salvation Army is brought to the U.S. from England by Evangeline Booth. Trotsky, Stalin, and Einstein are born.

1880 Helen Keller and Oswald Spengler are born.

1881 The first electric railway train is built. Clara Barton founds the American Red Cross. The American Federation of Labor (AFL) is formed. Tennessee passes a "Jim Crow" law requiring blacks to ride in separate cars on railroad trains. Dostoevski dies.

1882 Charles Darwin, Ralph Waldo Emerson, and Henry Longfellow die. Eamon De Valera and Franklin Roosevelt are born.

1883 The U.S. Supreme Court rules that American Indians ("Native Americans" as they are more accurately called today) are aliens. Karl Marx and Sojourner Truth (abolitionist and rescuer of many escaping slaves during the American Civil War) die. Mussolini is born.

1884 Eleanor Roosevelt is born.

MAHATMA GANDHI'S LIFE		OTHER EVENTS
Gandhi's father dies; his death devastates Gandhi, who feels guilty because he was enjoying himself with his wife when he felt he should have been nursing the dying man. From now on he prefers sacrifice to pleasure.	**1885**	The motorcycle and the internal combustion engine are invented. Pasteur discovers vaccine against rabies.
	1886	Linotype printing is invented. The Washington Monument is completed and the Statue of Liberty is unveiled. David Ben-Gurion and Chiang Kai-shek are born.
Gandhi passes college entrance exams, but drops out after one term. His first of four sons is born.	**1887**	The automobile and the international language of Esperanto are invented. Four "anarchists" are executed for their role in the 1884 "Haymarket Affair" in Chicago, when they demonstrated for an eight-hour working day.
Gandhi sails for England to study law in September. He becomes an "out-caste" (his family is of the grocers' caste) for leaving his country and going to live with Europeans; he is told he cannot do that and remain a good Hindu. Undaunted, he expresses both loyalty to his faith and tolerance of other religions.	**1888**	The world's first inexpensive camera (Kodak) is invented. Golf is introduced to America.
In England he is so poor that he learns to get along on very little food. He has an identity crisis trying to dress and act like "a proper English gentleman" while still keeping his promise to his mother to avoid women, alcohol, and meat. He joins a vegetarian society and vows never to eat meat again.	**1889**	Journalist Nelly Bly travels around the world in 73 days, beating Jules Verne's "science fiction" record of 90 days. The Eiffel Tower is built in Paris for an exposition. Jefferson Davis and Robert Browning die. Nehru, A. Philip Randolph, Boris Pasternak, Arnold Toynbee, Charlie Chaplin, and Adolf Hitler are born.
	1890	The Battle of Wounded Knee becomes the last uprising of American Indians.
When Gandhi returns to India he learns that his beloved mother died while he was away. His resolve to live by her religious code becomes stronger than ever. He begins to practice law in Bombay.	**1891**	Color photography and basketball are invented. Georgia becomes the first state in the U.S. to segregate streetcar riders by race.
His law practice is not very successful, so he is relieved when he gets an offer of a job in South Africa.	**1892**	Ellis Island is opened to admit immigrants to the U.S. Tennyson and Bahá'u'lláh (founder of Bahaism) die. Tito, Franco, and Haile Selassie are born.
In April he sails for South Africa, where he works as a lawyer for an Indian firm. He is shocked and dismayed to discover strong race prejudice and discrimination against Indians.	**1893**	Motion pictures are invented. The first successful open heart surgery is performed. Tchaikovsky dies. Hermann Goering and Mao Tse-tung are born.
Gandhi drafts the first petition sent by Indians to a South African legislature, and organizes the Natal Indian Congress.	**1894**	The Chinese-Japanese War (1894–1895) begins. Frederick Douglass and Oliver Wendell Holmes die. Nikita Krushchev is born.
	1895	Radio and x-rays are invented. Louis Pasteur and Friedrich Engels die. Juan Perón is born.
He returns to India for six months and in December sails back to South Africa with his wife and two children.	**1896**	War between England and Zanzibar (shortest war in history, it only lasts 37 minutes!) Alfred Nobel and Harriet Beecher Stowe die.
	1897	Queen Victoria's Diamond Jubilee is celebrated throughout the British Empire. Electrons are discovered. The first subway in the U.S. is built (in Boston). Theodor Herzl founds Zionism. Joseph Goebbels is born.

Mahatma Gandhi's Life		Other Events
	1898	The Spanish-American War. Lewis Carroll dies. George Gershwin, Erich Maria Remarque, and Golda Meir are born.
Gandhi organizes the Indian Ambulance Corps for the British during the Boer War.	**1899**	The Boer War (1899–1902) begins. The U.S. occupies Puerto Rico. The First Hague Conference to promote world peace is held—it recommends three means of settling disputes and avoiding war: mediation, international commissions of inquiry, and establishment of a permanent Court of Arbitration.
	1900	The Boxer Rebellion in China against all foreigners. The tractor is invented.
Gandhi and his family return to India, but he promises to go back to South Africa if his services are needed. In India, he travels extensively, attends a National Congress meeting, and opens a law office in Bombay.	**1901**	The founder of the International Red Cross becomes the first recipient of the Nobel Peace Prize. President McKinley is assassinated and Teddy Roosevelt becomes U.S. President. Queen Victoria dies; Edward VII becomes King of England and Emperor of India.
Gandhi and family return to South Africa after an urgent request from the Indian community there.	**1902**	Cecil Rhodes and Emile Zola die. Charles Lindbergh is born.
He opens a law office in Johannesburg.	**1903**	The airplane is invented by the Wright brothers. Baseball's first World Series is held. Herbert Spencer dies.
He establishes a weekly journal, *Indian Opinion*, and organizes a model farm (Phoenix Farm) inspired by the social views of John Ruskin.	**1904**	The Russo-Japanese War (1904–1905) begins. A World's Fair is held in St. Louis. Freud publishes his theory of psychoanalysis. Anton Chekov dies. Salvador Dali and J. Robert Oppenheimer are born.
	1905	The first airplane flight lasting more than a half-hour occurs. Einstein introduces his theory of relativity. Jules Verne dies. Jean-Paul Sartre and Dag Hammarskjöld are born.
Gandhi organizes an Indian Ambulance Corps for the Zulus. He takes a vow of continence for life. In September he starts the first Satyagraha campaign to protest an ordinance against Indian immigrants. In October, he sails to England to present the Indians' case to the British Government (he is still a loyal subject of the Empire, convinced that British law and honor are trustworthy).	**1906**	The Zulu Rebellion. The San Francisco earthquake. Teddy Roosevelt wins the Nobel Peace Prize. In the U.S., the Pure Food and Drug Act is passed to protect consumers after Upton Sinclair exposes selling of contaminated foods in Chicago stockyards. Susan B. Anthony dies. Shostakovich and Leonid Brezhnev are born.
Back in South Africa, he organizes Satyagraha against compulsory registration of Asiatics ("The Black Act").	**1907**	Edvard Grieg dies. The Second Hague Conference is held.
He is sentenced to two months in jail (his first imprisonment) but is released after an agreement is reached with General Smuts. Smuts later breaks the agreement, however, and a second Satyagraha campaign begins with a bonfire of registration certificates. He is again arrested, and sentenced to two months in jail.	**1908**	The U.S. Supreme Court upholds Kentucky's law establishing separate schools for white and black children.

MAHATMA GANDHI'S LIFE		OTHER EVENTS
Arrested again, he is sentenced to three months, after which he once more sails to England to present the Indians' case to the British Government.	**1909**	The helicopter is invented. The Model T Ford is introduced. The National Association for the Advancement of Colored People is founded, demanding civil rights for Black Americans. Queen Juliana, Andrei Gromyko, and U Thant are born.
In May, Gandhi establishes Tolstoy Farm near Johannesburg.	**1910**	China invades Tibet. Four provinces unite to form the Union of South Africa. King Edward dies; George V becomes the new King of England and Emperor of India. In the U.S. the Boy Scouts of America and the National Urban League are founded. Florence Nightingale, Mark Twain, O. Henry, William James, and Tolstoy die.
	1911	The first-ever transcontinental airplane flight between California and New York takes 3½ days, with refueling. Ronald Reagan is born.
	1912	The Balkan Wars (1912–1913) begin. The S.S. Titanic hits an iceberg and sinks. Vitamins A and C are discovered. The Girl Scouts of America is founded.
He begins a penitential fast (only one meal a day for more than four months) because of a moral lapse of two members of Phoenix Farm. His wife and other women are arrested for crossing the Transvaal border without permits. The third Satyagraha campaign is begun with Gandhi leading a "great march" of 2,000 Indian miners across the border. He is arrested and sentenced to nine months in jail, but in December is released unconditionally in expectation of a compromise settlement negotiated by Rev. C.F. Andrews (Charles), a close English friend and strong supporter of Gandhi.	**1913**	Henry Ford invents the conveyor belt, which makes modern mass production possible. Tibet wins independence from China. Tagore wins the Nobel Prize for Literature, the first non-European to receive it. A U.S. constitutional amendment legalizes income taxes. Harriet Tubman, heroic leader of the "underground railroad" before slavery was abolished, dies. Albert Camus and Danny Kaye (UNICEF's future "goodwill ambassador") are born.
Gandhi undergoes a 14-day fast, again in penance for misbehavior of members of Phoenix Farm. The Satyagraha campaign ends with an agreement between Smuts, Andrews, and Gandhi, and ultimate passage of the Indian Relief Act.	**1914**	Austrian Archduke Franz Ferdinand is assassinated, starting World War I (1914–1918). The military tank is invented. The Panama Canal opens. The first traffic light in the U.S. is installed (in Cleveland). Suffragettes march on Washington. Jonas Salk and Barbara Ward are born.
Gandhi leaves South Africa for good, arriving in London at the start of the war; he organizes an Indian Ambulance Corps in England, but gets pleurisy and has to stop work. He goes back to India.		
He establishes the Satyagraha Farm in May, and soon causes great commotion by admitting an "untouchable" family.	**1915**	The S.S. Lusitania is torpedoed. Vitamin B is discovered. The first long-distance phone service between California and New York begins. The first American taxicab is built.
	1916	America enters the War. John Dewey begins to promote "progressive education." Henry James dies. Robert McNamara and Walter Cronkite are born.
He leads a successful Satyagraha campaign for the rights of peasants. He also helps to end recruiting in India of South African indentured workers.	**1917**	American troops arrive "Over There." The Russian Revolution overthrows the Tsar. The International Red Cross wins the Nobel Peace Prize. The first Pulitzer Prizes are awarded. Indira Gandhi is born.

Mahatma Gandhi's Life

Gandhi leads a strike of millworkers in the city of Ahmedabad; the mill owners agree to arbitration after he goes on a three-day fast (his first fast in India). He leads another Satyagraha campaign for peasants. He becomes ill, near death; during his convalescence he learns spinning.

The British Government disillusions Gandhi (and others) by passing the Rowlatt Bills, which withdraw civil liberties for any seditious activity. The first all-India Satyagraha campaign begins. In April, Gandhi organizes a nationwide hartal (suspension of work for one day). He is arrested, but never tried. He fasts for three days in penitence for violence that occurs, and calls off his Satyagraha campaign, calling it a "Himalayan miscalculation" because "the people were not disciplined enough." He assumes editorship of two weeklies: *Navajivan* in Gujarati and *Young India* in English.

In April, he is elected president of the All-India Home Rule League. He successfully urges resolutions for a Satyagraha campaign of nonviolent, noncooperation at a Muslim conference in Allahabad and at two National Congress sessions; the campaign begins in August.

In Bombay Gandhi presides at the opening of the first shop to sell Indian homespun goods (khadi), and presides at a bonfire of foreign cloth. He gives up wearing a shirt and resolves henceforth only to wear loincloths, out of respect for a simple lifestyle and to encourage village industries instead of reliance on imported goods. A visit to Bombay from the Prince of Wales produces communal rioting. In penance Gandhi fasts for five days. In December, the National Congress invests him with "sole executive authority" for a mass civil disobedience campaign that results in the jailing of thousands.

He suspends the mass disobedience because of accompanying violence, and undertakes a five-day penitential fast. Even so, he is arrested for sedition because of his articles in *Young India*. He pleads guilty in a long, eloquent, and immediately famous statement at the "great trial" in Ahmedabad before British Judge Broomfield, who sentenced him to six years in prison while saying he wished the law did not require this, because he respected Gandhi's sincerity and dedication to his convictions.

While in prison Gandhi writes two books: *Satyagraha in South Africa*, and the first part of his autobiography.

Other Events

1918 Armistice is declared in November. The first regular airmail service begins in the U.S. Billy Graham, Aleksandr Solzhenitsyn, Kurt Waldheim, Gamal Nasser, and Anwar Sadat are born.

1919 The Treaty of Versailles is signed and President Woodrow Wilson, its chief architect, receives the Nobel Peace Prize. The treaty is not ratified by the U.S. Congress and in September the President suffers a stroke, from which he never fully recovers. Prohibition becomes law in the U.S. The International Labor Organization (ILO) is established. The first transatlantic airplane flight takes place. Theodore Roosevelt dies. Evita Perón is born.

1920 The League of Nations is founded. Women in the U.S. get the vote. TV is invented. The first municipal airport in the U.S. is opened (in Tucson). Licensed radio broadcasting and transcontinental airmail service begin. Ravi Shankar is born.

1921 Britain grants freedom to southern Ireland. Einstein wins the Nobel Prize for Physics. Peter Ustinov (another future "goodwill ambassador" for UNICEF) is born.

1922 Mussolini becomes Premier of Italy. Vitamin D is discovered. The electric razor is invented. In the U.S., daily radio broadcasting begins, and the Lincoln Memorial is dedicated. Alexander Graham Bell dies.

1923 The first nonstop transatlantic flight takes place. Calvin Coolidge becomes U.S. President after the sudden death of President Harding. Adolf Hitler, in jail at the same time as Gandhi (because of the Munich Putsch), also writes a book: *Mein Kampf*.

MAHATMA GANDHI'S LIFE		OTHER EVENTS
In January, he undergoes surgery for appendicitis and is unconditionally released from jail the following month. In September, he begins a 21-day "great fast" as penance for communal rioting that has broken out between Hindus and Moslems. In December, he serves as President of the National Congress session.	**1924**	The U.S. Congress finally grants citizenship to all American Indians. The first round-the-world airplane flight takes place. Joseph Conrad, Victor Herbert, and Lenin die—a power struggle for Lenin's succession takes place in the U.S.S.R. between Trotsky and Stalin; Stalin wins (Trotsky is fired from his government post in 1925, exiled in 1929, and murdered in 1940).
In November, because of misbehavior of members of his ashram, he fasts for seven days in penance. In December, at a session of Congress, he announces a one-year political silence and immobility.	**1925**	Radar is invented. Sun Yat-sen dies. Margaret Thatcher is born.
	1926	General strike in England. America's first nationwide radio network (NBC) is launched. Henry Ford introduces the eight-hour day and five-day week, changing the average American's life forever. Eugene V. Debs dies.
A Satyagraha campaign is launched against payment of taxes.	**1927**	Lindbergh makes the entire world ecstatic by flying solo from New York to Paris in 33 hours. Talking pictures are invented. Sacco and Vanzetti are executed. Cesar Chavez is born.
In December, a Congress Resolution is passed that calls for complete independence for India within one year or else the launching of another all-India Satyagraha campaign.	**1928**	The Kellogg-Briand Pact is signed in Paris by 62 nations (Germany, Italy, and Japan refused) to renounce war "as an instrument of national policy. Penicillin is discovered. The first color movie is made. Thomas Hardy dies. Shirley Temple is born.
In March, Gandhi is arrested in Calcutta for burning foreign cloth—and fined one rupee. In December, the Congress declares complete independence and fixes January 26 as National Independence Day. The third all-India Satyagraha campaign begins.	**1929**	On a "black Friday" in October a Wall Street stock market crash sets off a nationwide panic, and the beginning of a worldwide depression. Vatican City established as a sovereign state. Martin Luther King Jr. is born.
In March, he sets out with 79 volunteers, gradually joined by thousands of others, on the historic 200-mile "salt march" to the sea, where he breaks the law by picking up salt from the ocean (salt at this time is a protected British monopoly). He is promptly arrested, and imprisoned without trial; 100,000 others are also arrested.	**1930**	*All Quiet on the Western Front*, an antiwar film, wins the Academy Award as the best movie of the year (Later, at the beginning of the next war, its star, Lew Ayres, is jailed as a conscientious objector.) The first jet aircraft and the Empire State Building are built. "The Star Spangled Banner" becomes the official American national anthem. The Scottsboro Case establishes the right of blacks to serve on juries.
In January, he is released unconditionally along with 30 other Congress leaders. In March, a pact is signed with the British Viceroy, and civil disobedience is called off. In August, Gandhi sails for London to attend a Round Table Conference with British Government officials. While in England he broadcasts to the U.S., is feted by celebrities, including the British Prime Minister and the King and Queen, visits schools, universities, factories—and lives in a London slum. In December, he returns to India and the Congress authorizes him to renew the Satyagraha campaign.	**1931**	Japan invades Manchuria. The first nonstop trans-Pacific airplane flight takes place. Thomas Edison dies.

Mahatma Gandhi's Life

In January, he is arrested once more, and held without trial. Still in prison in September, he begins a "fast unto death" in protest. He concludes the fast after the British accept a pact with him, but in December goes on another two-day fast against untouchability.

He begins the weekly publication of *Harijan* (the name means "Child of God" and is used to refer to an "untouchable." In August, he is arrested for four days, with 34 members of his ashram; this is followed by a one-year sentence for refusing to leave the area. While in prison, he starts another fast in protest against the government's refusal to let him work against untouchability. Due to poor health, he is unconditionally released on the eighth day. He begins a 10-month tour of every province in India, campaigning against untouchability. In November, his wife is arrested and jailed for the sixth time in two years.

Three attempts are made on his life. In July, he undergoes a seven-day fast in penance for the intolerance of believers in untouchability. In October he launches the All-India Village Industries Association.

His health declines, and he moves to Bombay.

He moves to a small village; four years later his home there becomes an ashram for his disciples.

He continues his campaign to abolish untouchability.

As part of a new Satyagraha campaign in March, he begins another "fast unto death," but it ends in four days when the British Viceroy appoints an arbitrator.

Other Events

1932 Japan invades Shanghai. Dick Gregory is born.

1933 Hitler becomes Chancellor of Germany and launches "National Socialism." Franklin Roosevelt becomes President of the U.S., and launches the "New Deal." In Chicago, a Century of Progress exhibit is held. Prohibition ends. The 13th Dalai Lama dies.

1934 The "Townsend Movement" in the U.S. starts a demand for Social Security. Marie Curie dies.

1935 Italy invades Ethiopia. In Germany, the "Nuremberg Laws" deprive German Jews of Citizenship. Jane Adams dies. King Hussein and the 14th Dalai Lama are born.

1936 The Spanish Civil War (1936–1939) begins. Olympic Games are held in Nazi Germany and Black American Jesse Owens wins four Gold Medals. George V dies and Edward VIII becomes King until December, when he abdicates and his brother George VI becomes King of England and Emperor of India. In the U.S., the Social Security Act is passed. Rudyard Kipling dies.

1937 The Golden Gate Bridge is built. John D. Rockefeller and Edith Wharton die.

1938 The Munich Pact for "peace in our time" is signed between Germany and England, but soon afterwards Germany annexes Austria and invades Czechoslovakia.

1939 Germany invades Poland and two days later Great Britain and France declare war; World War II (1939–1945) begins. World's Fairs are held in New York and San Francisco; TV and nylon stockings are seen for the first time. FDR becomes the first U.S. President to appear on TV. Sit-down strikes are declared illegal by the U.S. Supreme Court. Sigmund Freud dies. Liv Ullmann (another future "goodwill ambassador" for UNICEF) is born.

A limited, individual civil disobedience campaign is launched in October against Britain's refusal to let Indians express their opinions regarding the war; 23,000 people are jailed.

1940 Trotsky is murdered in Mexico. John Lennon is born.

The publication of *Harijan* is suspended for 15 months.

1941 Pearl Harbor is attacked and the U.S. enters the war. Roosevelt proclaims the Four Freedoms: freedom of speech and religion, freedom from fear and want. The first commercial TV broadcast is aired. Jesse Jackson is born.

Harijan's publication is resumed. In August, the Congress passes a "Quit India" resolution, and the final nationwide Satyagraha campaign begins, with Gandhi as leader. He, his wife, and other Congress leaders are sent to jail.

1942 The U.S. arrests and interns all its citizens of Japanese descent in the country.

Gandhi fasts for 21 days to end a deadlock in negotiations between the Viceroy and Indian leaders.

1943 Mussolini resigns from the Italian Government. CORE (The Congress of Racial Equality) is founded in the U.S., on nonviolent principles. George Washington Carver dies.

In February, his wife Kasturbai dies in jail, at the age of 74. Because Gandhi's health is in jeopardy, he is released unconditionally from detention. (This is his last imprisonment; during his life he has spent 2,338 days in jail). In September, he holds important talks with Jinnah, the leader of the Muslim League, trying to achieve Hindu-Muslim unity.

1944 The International Red Cross again wins the Nobel Peace Prize.

1945 Mussolini is murdered in April. Berlin falls in April; Hitler commits suicide. President Roosevelt also dies in April and Truman takes over. In May, Germany surrenders. In August, the atomic bomb is dropped on Hiroshima and Nagasaki. In September, the Japanese surrender and World War II is over. In October, the United Nations comes into existence, with 50 members. In November, the Nuremburg trials of war criminals begin (establishing a new ethical idea in history that one can be punished for obeying in wartime as well as for disobeying).

In November, he begins a four-month tour of 49 villages in East Bengal (today Bangladesh) trying to quell communal rioting over lack of Moslem representation in government.

1946 The League of Nations is dissolved. The United Nations General Assembly holds its first session in London, but later in the year moves to New York. The Philippines achieve independence from the U.S. In December, UNICEF is founded by a unanimous vote of the UN General Assembly.

In March, he tours the state of Bihar in an effort to reduce Hindu-Moslem tensions, and also confers with Jinnah of the Moslem League and with Lord Mountbatten, the British Viceroy. He opposes the Congress decision to accept division of the nation into a Hindu India and a Moslem Pakistan, but he loses. Rioting between Hindus and Moslems breaks out in Calcutta and he fasts and prays to combat it. After a three-day fast, the violence ceases. He goes to Delhi to visit refugees and to try to stop rioting there.

1947 India achieves independence on August 15. The British Society of Friends Service Council and the American Friends Service Committee share the Nobel Peace Prize. The Marshall Plan is inaugurated to aid Europe's postwar recovery. The state of Israel is established by the United Nations. The U.S. Supreme Court outlaws the teaching or practice of religion in the classroom as a violation of the First Amendment. The first National Committee for UNICEF—the U.S. Committee—is founded.

In Delhi, he fasts for five days, for communal unity. Each day he conducts an afternoon prayer meeting for peace. At the January 30th prayer meeting, a devout Hindu (who hates him for advocating friendship with Moslems) bows reverently before him and then kills him.

1948 Mother Teresa begins her work on behalf of the poor in India, opening a school in a Calcutta slum. And UNICEF expands its work on behalf of children in Europe, to Asia.